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ABSTRACT

A descriptive and qualitative study was made of the status and future of vocational education in the public K-12 schools of Wisconsin. Questionnaires were answered by a total of 775 district administrators, high school principals, and local vocational education coordinators (78.5% response). Representatives of these respondent groups, plus teachers, school board members, technical college representatives, and other educators also discussed the subject at regional meetings. Analysis of the data gathered led to six overall conclusions focused on the organization, delivery, and leadership of K-12 vocational curriculum: (1) the purpose of vocational education should be preparing youth not only for employment but also for advanced and continuing education; (2) new content and structures for vocational education are necessary; (3) most vocational education programs need more financial resources; (4) many vocational programs suffer from declining enrollments; (5) increased graduation and college admission standards take the focus of students away from vocational education; and (6) more effective leadership and staff development in vocational education are needed. (The bulk of the document consists of 40 references, 26 tables, and detailed responses of administration, principals, and local coordinators.) (KC)

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Current Status and Projected Role of Public School Vocational Education

Preface

This report presents findings, conclusions, and recommendations from a study of the status and future of vocational education in the public K-12 schools of Wisconsin. The study is both descriptive and qualitative. The primary respondents to the questionnaire portion of the study were district administrators, high school principals, and local vocational education coordinators. Representatives of these respondent groups, plus teachers, school board members, technical college representatives, and other educators, attended the regional meetings. The regional meetings provided an open forum for discussion and elaboration of data and interpretation.

This study does not presume to cover all dimensions of current concern about K-12 public education. The focus is on the status and future of vocational education and the nature of concerns associated with that part of the K-12 curriculum devoted to the preparation of youth for transition into the world of adult work. Vocational education is just one of many concerns or issues faced by those involved with public education. The lack of mention and discussion of these other concerns is not done from lack of awareness but because the scope of this report is limited to the area of vocational education.

The report reveals the high level of frustration of many educators with the current status of education and particularly with outcomes of the K-12 curriculum as presently structured and delivered in most schools. This frustration is expressed by respondents in many ways and directed to many different aspects of vocational education. Most significant is that there seems to be no generally acceptable solution to most of the difficulties perceived by local educational leadership. Clearly some of these difficulties could be resolved by state-level leadership and action, but equally, if not more critical, is the lack of consensus and the unwillingness of many of the K-12 educators themselves to undertake meaningful actions.

The report utilizes numerous quotations from both national and state educational leaders to highlight some of the more pertinent insights and suggestions relative to the status of, and changes needed, in vocational education. The literature abounds with analyses and suggestions for meaningful change. The pressing need is for vocational educators, and all other educators, to take some bold initiatives in the restructuring of K-12 education. Without such action a large segment of the youth of Wisconsin and this nation will continue to be denied their right to a free and appropriate education.

Thanks are extended to the 775 district administrators, principals and local vocational education coordinators who completed the study questionnaire. Special thanks are extended to the members of the Wisconsin Association of Secondary Vocational Administrators and the steering committee of local vocational education coordinators from Cooperative Educational Service Agency 2.

Harland E. Samson

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Introduction

Human capital, the people resources of a country, is now being viewed as the critical factor in achieving economic competitiveness in national and international markets. After decades of fueling economic growth with huge investments in equipment, the evidence is that human capital, not equipment capital, is the driving force behind a vigorous economy. According to Bruce Nussbaum (1988), "The productivity of the unskilled (American worker) is plummeting, while worker productivity abroad is soaring. This could signal major losses in the battle for world markets. The U.S. may now be entering an era when the neglect of the bottom half of society begins to threaten the welfare of the entire nation." Education, as never before, must address and resolve this rapidly growing mismatch between job requirements and the ability of Americans to do them.

As important as economic concerns may be, the human concerns of inadequate education in a rapidly changing technological society are equally if not more important. Young people who seek employment, and the opportunity to earn wages that provide them and a family a reasonable standard of living, are frustrated in their efforts. The young adult pattern of part-time jobs, poverty wages, frequent periods of unemployment, lack of knowledge, skills, and work behaviors to effectively compete for better paying employment cause many to flounder and eventually fail in their efforts to be productive members of society. The inability of young people to move quickly into satisfactory employment becomes a burden that follows them throughout their entire lives. The declining economic prospects and limited opportunity for young men and women to attain an acceptable standard of living arise from a variety of factors, including the changing nature of the American economy, increased requirements for employment, the structure of contemporary families, expectations of communities, and social support systems. But, above all of these, there is the inadequacy of K-12 education to prepare youth for a smooth and effective transition to adulthood, employment and productive citizenship.

Over the past ten years educational endeavors, from preschool to advanced graduate study, have been subjected to increased public review and assessment by national groups; criticized for both educational product and process; bombarded with recommendations for change; faced with a plethora of educational standards and mandates; and given unprecedented attention from Congress, state legislators, governors, superintendents of education, local boards, and educational administrators. The frequently stated reasons for this attention and turmoil are the inadequacy of public education and the necessity to improve the quality of education for our youth; the need to strengthen the economic capacity of our country, to improve our intellectual position with other countries and to assure that youth have the competencies necessary for admission to institutions of higher education. In essence, there is broad and growing recognition that all of the human resources of this country must be enhanced and developed to the highest levels.

Widespread concern about the kind and quality of public education is not a new interest of the American people. The relevance of public school curriculums was raised nearly 100 years ago as people sought to define the kind of education they wanted for their sons and daughters in the 20th century. The debates from 1890 to 1917 over supplementing classical education with an education more attuned to the needs of persons entering a more complex industrial society marked the beginning of the vocational education movement. The specific outcome of these debates was the passage of the Smith-Hughes Act in 1917. The resulting broad-scale introduction of vocational education into the public school was a powerful factor in retaining large numbers of students to high school graduation, creation of counseling and guidance services, establishment of junior high schools and acceptance of the concept of comprehensive high schools. The magnitude of change in school structure and practice prompted by the introduction of vocational education is not fully appreciated even after nearly a century of development.

Current Concerns

Changes in the nature of work, the ethnic and cultural composition of communities and student bodies, the economic environment, and global interrelationships are again rapidly and significantly influencing the content and structure of our educational system. Schools are being asked to provide more basic skill training; increased preparation in critical thinking and problem solving; more science, mathematics, and foreign language; and, in all subjects, a higher level of sophistication. Within this transformation, vocational education is being challenged to justify its role in the K-12 school system.

The current concerns about public education remain focused on the kind and quality of education that schools should provide the youth of this nation. This debate was predicted by Wirth (1977). "In the eighties we can expect a sharpening of issues about the basic relations of work and education. We can expect tensions to run high because beyond pedagogical questions the debate is about what kind of society we want under technology. The underlying policy issues were foreshadowed in the debate over vocationalism in the early 1900s between John Dewey and the social efficiency philosophers - the era when we first confronted large-scale corporatism and its effects on schooling."

The "Nation at Risk" report, published in 1983, was the most noted of many reports that launched the educational reform movement of the 1980's. Few of the reform reports contain any mention of vocational education even though half of all high school students take at least four such courses. Many of the reformers argue that skills taught in vocational courses are, or become, obsolete soon after a student is out of school. Most reform advocates claim that high school students need more math, English, science and foreign language. In assessing the outcome of these reforms the U.S. News and World Report (June 26, 1989) states: "Ironically, the excellence-in-education movement, including several

reforms advocated by President Bush, may inadvertently even harm the forgotten half. Recent get-tough retention policies and added graduation requirements appear to have raised the dropout rate in a number of cities, while making it harder for students to find time for vocational courses."

The consensus of many national leaders is that recent educational reforms failed to help the struggling students qualify for employment in the better paying technology-oriented positions. The increased emphasis on academics might improve the performance of the college-bound, but for the great bulk of students who enter employment upon high school graduation or continue to advanced occupational training, the reforms have actually been counterproductive.

The 1988 report by the W. T. Grant Company, "The Forgotten Half," expresses a view held by many persons concerned with developments in public education: "Educators have become so preoccupied with those who go on to college that they have lost sight of those who do not. And more and more of the non-college-bound now fall between the cracks while they are in school, drop out, or graduate inadequately prepared for the requirements of the society and the workplace." Paul Berman (1985) believes the reports critical of education in the 1980's are being followed by a new wave of educational reform. He contends that "the debate is no longer over whether American education is in trouble, but over what should be done. Many states have already taken legislative action to seek improvements and, not incidentally, to quiet public clamor for reform. But most of these actions implicitly assume that elementary and secondary education need only repair and maintenance; higher standards for students, upgraded entry requirements or accountability mechanisms for teachers, tougher student disciplinary procedures, improved textbooks, refined curricula, and so on."

Berman feels that present actions by states will produce some short-run improvements but major changes are needed in structure and process to produce the large effects that are needed. The second wave of reform, emerging in the 1990s, is based on the concern for both human capital and the welfare of our youth. Simply put, there is recognition that every individual needs to graduate from high school and that all graduates must be adequately prepared for employment or postsecondary education. According to Daggett (1989), "The second wave of reform must therefore address the needs of the 60 percent of students who now graduate from high school poorly prepared for work or postsecondary study. To do that we must restructure vocational education programs so that they can respond to fundamental social and economic changes."

Restructuring of schools is frequently offered as part of the solution to educational improvement. In describing the Minnesota Plan, Berman feels that schools should be restructured into a 6-4-2 sequence. There would be four years of untracked secondary schooling that would concentrate on academics for all, followed by a two-year block that would provide considerable diversity of choice

and voluntary specialization in what is now the 11th and 12th grades. (Berman, 1985). This view is also supported by Neil Edmunds (1989). "All the economic, demographic, and technological indicators point to a need to restructure, reformulate, and articulate the whole system by which we prepare and update the American labor force. Important and fundamental changes need to be made in the vocational education system if the job is to be done effectively. These changes, already begun, will be ongoing and permanent."

The views on the place and role of vocational education in the K-12 schools range from no recognition whatsoever, as is the case in most of the 1980 reform reports, to strong advocacy. Those persons who advocate vocational education in K-12 schools, such as Betsy Brand, Senator Tom Harkin, Stephen Hamilton and Elizabeth Dole, do so from differing perspectives.

Brand states, "Vocational education is an integral part of secondary education. It is important to graduate secondary students who are job-ready. If they then want to go on to community college or postsecondary education they can build on those skills, but they should have a marketable skill when they graduate." (Brand, 1990).

Senator Harkin notes a key connection of training and educational equipment. "I strongly believe that in the next 10 to 15 years we are going to need workers trained in new processes, new methods, new information skills. This requires modern, up-to-date equipment. And that is very expensive. Much of the time vocational educators are working with equipment which is sorely out-of-date." (Harkin, 1990).

Hamilton also notes the need for equipment and advocates serious redirection of secondary vocational education programs. "With the exception of vocational programs that require only a modest investment in equipment and moderately skilled instructors, or programs that are strongly supported by local employers, I do not believe it makes sense for U.S. secondary schools to attempt to train skilled workers. Vocational education should be redirected toward broader educational goals and should abandon the goal of specific job skills. Redirection is critical. I side with the National Commission on Secondary Vocational Education in resisting reforms that would eliminate vocational programs and replace them with conventional academic instruction." (Hamilton, 1986).

Elizabeth Dole (1989) feels vocational education is essential to the national effort to upgrade workforce skills. "The vocational programs offered in 26,000 of America's public high schools, community colleges, and technical institutes will play a key role in guaranteeing that our nation will enter the next century with the most highly skilled workers in the world. But vocational education cannot fulfill its promise if it remains static; it must adapt to changed workplace demands."

The criticism that vocational education is not valid most often comes from those who do not understand what

contribution such programs make to the education of American youth. Charles Buzzell states, "Curiously, the 'too narrow' criticism and the most insistent demands for revolutionary change in the instructional program of vocational education come from those least familiar with it." (Buzzell, 1989). In fact, even persons somewhat acquainted with vocational education are not aware of the breadth and quality that has developed in vocational education. The National Council on Vocational Education (1989) states, "Everybody in this country benefits from vocational-technical education, but most people know next-to-nothing about it, what it does, or how it works. Some people - including some government leaders and even educators - seem to care little about this wonderful and powerful resource that this Nation has."

Clearly one of the cautions that must be observed in any review or analysis of vocational education is that problems, concerns or criticism do not cause us to lose sight of the tremendous value, successes, and excellence that do exist in current programs.

There is no question that the world around us has changed. There is no question that our educational institutions have not effectively responded to the needs of new generations of students. There is no question that the educational attainment of American youth needs to improve in both quality and level. And there is no question that the future of this country depends in great measure on how it manages both its education and its work.

The Wisconsin Program

The concerns and questions at the national level apply equally to the situation in Wisconsin. Over the years Wisconsin public schools have demonstrated leadership and innovation in school organization, curricular development, administrative leadership and educational effectiveness. The turmoil in education in recent years has, however, swirled with the same velocity and produced the same educational fallout in Wisconsin as elsewhere. This is most apparent in that part of the K-12 curriculum that is designed to prepare youth for the realities of adult life and entry into the world of work.

Vocational education for persons of all ages had an early and notable start in Wisconsin. The establishment of vocational education programs in Wisconsin precede the federal vocational legislation. The idea that public education should prepare an individual to perform in his or her occupation at the highest possible level is a well established principle of Wisconsin vocational programming. The state agency charged with this responsibility is the State Board of Vocational, Technical and Adult Education (VTAE). Until passage of the 1963 National Vocational Education Act (sic), the VTAE system was responsible for federally-funded vocational education at the secondary level.

The National Vocational Education Act clearly specified federal vocational education funds for four groups of learners - high school, postsecondary, adult, and those

with special needs. Because of the specifics of the act, several long-standing arrangements between the Department of Public Instruction and the Vocational, Technical and Adult Education system were modified. Most significant was affirmation of the comprehensive high school concept for Wisconsin public high schools and the assumption of the management and supervision of federally-aided K-12 vocational education by staff of the Department of Public Instruction.

In 1965 the University of Wisconsin-Madison received a federal training grant to prepare a group of vocational educators to assume a new leadership role at the K-12 level. (Samson, 1965). These persons were to plan and direct the development of new and expanded vocational education programs in their schools. The training program was held at the University of Wisconsin in the 1965 Summer Sessions and continued through the 1965-1966 school year. These 28 people were the first to be certified and titled as "Local Vocational Education Coordinators." The leadership role and effectiveness of the "LVEC" was apparent immediately. Where competent and well-prepared vocational educators were employed, there was aggressive vocational program development, effective relationships established with community and business leaders, and strong student enrollments. The LVECs very quickly created their own professional organization to allow greater interchange of ideas and concerns. This organization, the Wisconsin Association of Secondary Vocational Administrators, rapidly grew in numbers and influence in all matters pertaining to K-12 vocational education.

This set the stage for the impressive rise in vocational education in Wisconsin high schools during the 1960s and 70s, and for the decline that began in the 1980s. There were two perspectives on the future of LVECs in 1965. One was that an individual with expertise in vocational education would be needed in each district until principals and district superintendents acquired an understanding of the nature and dimensions of quality vocational education. The other was that every K-12 school district would employ a person qualified and designated to provide leadership for the vocational education component of the curriculum. In a 1979 review it was concluded neither of these perspectives were fully realized. (Samson, 1979).

There was no evidence at that time (nor since) that the universities have made any adjustments in their principal or administrator preparation programs. Neither has progress been made to assure the presence of an LVEC in every school. For some smaller schools the practice is to obtain LVEC help from a Cooperative Educational Service Agency. In multi-school districts the LVEC is often responsible for more than one school. For many schools the practice is not to have an LVEC at all.

During the past 25 years, studies found that vocational programs that were operating in Wisconsin K-12 schools were meeting most stated objectives and were generally well received in their communities. The periodic Composite Evaluation Reports for Secondary Vocational Education in Wisconsin (Klitzke, 1989) consistently show

satisfaction with vocational programs by a majority of parents, employers, Board of Education members, and students.

The importance of vocational education has repeatedly been stated by the chief state school officer. Superintendent Herbert J. Grover (1983) has made his position clear. "It has been, and will continue to be, a policy of my administration that every young person should leave high school with the basic academic and job skills needed to become self-sustaining in the world of work. Moreover, while I am deeply concerned about the high unemployment rate, I am equally concerned about the growing mismatch between the skills of the young worker and the changing skill needs of business and industry."

Despite the 20-year period of growth and development by the mid-1980s, several factors converged to impact secondary vocational education. In the late 1980s the growing pressure for increased academic requirements for graduation and college admission, declining enrollment in schools, changing technology in the work place, and reduced federal and state funding for traditional vocational programs created a situation from which serious questions emerged about the future of secondary school vocational education.

The Wisconsin Survey

In the summer of 1988, a group of Local Vocational Education Coordinators from Cooperative Educational Service Agency 2 requested the principal investigator of this study to examine vocational education in Wisconsin high schools. They agreed to advise and assist in a study assessing the status and future of K-12 vocational education. Additional encouragement and support for a study was given by the Wisconsin Association of Secondary Vocational Administrators. The study was prompted by two questions - what changes are or should be made in K-12 vocational education, and what type of leadership will be needed in vocational education for the 1990s and beyond?

In the spring of 1989 an 11-item survey was sent to all district administrators, high school principals and Local Vocational Education Coordinators (LVECs) in Wisconsin K-12 districts. A single follow-up was done in the fall of 1989. The LVECs also received a supplemental questionnaire inquiring about their employment as an LVEC. A total of 775 persons (78.5%) responded to the questionnaire. (See Table 1).

Preliminary results of the survey were presented at six regional meetings organized by the Wisconsin Association of Secondary Vocational Administrators and attended by 191 persons in the fall of 1989. Using a modified Delphi technique, 16 propositions that emerged from regional meetings were subsequently ranked and prioritized by 147 public school educators. (See Table 26).

Research Findings

The survey included usable returns from 284 district

administrators, 323 principals, and 138 LVECs. Thirty nine percent of the responses were from persons in schools with grade 9-12 enrollment under 300. Seventeen percent of the responses were from persons in schools having grade 9-12 enrollments of 1,000 or more. The responses were from persons proportionally distributed across all areas of the state. The study data indicate that there are many strong and successful vocational education programs in Wisconsin's public schools. Although there is great diversity among the schools and programs, most are effectively meeting the needs of students and the expectations of school administrators. The data also indicate that many vocational programs are in serious trouble, with the most obvious problem being rapidly declining enrollments. Specifically the following findings were determined:

A. Current Status of Vocational Education

Much of the data collected by the Department of Public Instruction (DPI) on vocational programs and program enrollments is on approved or federally-funded programs. The general contention is that many K-12 districts have significant vocational education programs that are not reported under the present DPI data collection system. This study supports that contention.

1. As shown in Table 2, 14 percent of the schools enroll under 30 percent of their grade 9-12 students in one or more vocational courses and 25 percent of the schools enroll 70 percent or more of their grade 9-12 students in one or more vocational courses. Forty-eight percent of the schools have between 30 and 70 percent of their students enrolled in vocational education.
2. The study determined that 43 percent of the schools have five or fewer Full Time Equivalent (FTE) vocational teachers. Only eight percent of the schools have 16 or more FTE vocational teachers. (See Table 3). An extrapolation of this study data suggests that there are about 6,236 FTE teachers teaching vocational courses in Wisconsin schools grades, 9-12.
3. Only about one out of four of the smaller schools, those with grade 9-12 enrollments under 500, are likely to have a VTAE facility within their district. At the other extreme, about six out of ten schools with a grade 9-12 enrollment of 1,000 or more are likely to have a VTAE facility within their district. From Table 4 it can be seen that, overall, about one out of three of the respondents indicated there was a VTAE facility in their district.

When the data on enrollments, FTE's and the presence of a VTAE facility are examined, few clear distinctions can be made about the effect of school size or location. Smaller schools may have a greater percentage of their students enrolled in a vocational course and the smaller school is more likely not to have a VTAE facility

in the district. Also, there is a fairly direct connection between the size of the school and the number of teachers involved in delivery of vocational courses. Beyond these few facts it appears that diversity reigns among school characteristics.

B. Expectations, Purposes, and Image of Vocational Education

The data collected as part of the periodic evaluation of approved vocational education programs (Klitzke, 1989) suggest that these programs are meeting the expectation and purposes of students, parents, employers and Board of Education members. This study sought to determine if all vocational programs were meeting the expectations, purposes and images sought by district administrators, principals and LVECs.

1. Just over 77 percent of the respondents felt their vocational programs generally met or exceeded their expectations. Twenty one percent felt that their vocational programs fell short, failed, or were inconsistent. The responses of LVECs tended to be slightly more favorable than those of district administrators or principals. (See Table 5). Table 6 shows that the degree to which vocational education is meeting expectations is consistent over all school sizes.
2. Historically the main purpose of vocational education programs has been to prepare individuals for employment. This study found that only 39 percent of the respondents indicated preparation for employment was the main purpose of the vocational programs. Career awareness was identified as the main purpose by 25 percent and 21 percent indicated development of basic skills as the main purpose. Thirteen percent of the respondents indicated more than one purpose for vocational education programs. Only four percent indicated the main purpose as retention to graduation, and eight percent indicated preparation for higher education as the main purpose. (See Table 7).
3. The image of vocational education in most communities was positive. Table 8 shows that 75 percent of the respondents indicated vocational education was viewed in their community as "very positive" or "positive." Twenty percent reported a "neutral" image and three percent indicated the image was "negative" or "very negative." The reporting on image by the three respondent groups - district administrators, principals and LVECs - was not significantly different.
4. Among all the concerns, needs, problems and issues faced in the school or district, vocational education was reported in the top quartile by 21 percent of the respondents, the second quartile by 41 percent of the respondents, the third

quartile by 23 percent of the respondents, and the fourth (bottom) quartile by seven percent of the respondents. Eight percent of the respondents either did not check a response or indicated some other response. As can be seen in Table 9, LVECs tend to rank vocational education as a lower concern than did either district administrators or principals.

C. Responsibility for Leadership Duties Associated with Vocational Education

Discussions with Local Vocational Education Coordinators, survey results (Szymaszek, 1989), and the perceptions of Department of Public Instruction consultants suggest that the duties of LVECs have shifted considerably in the period from 1980 to 1989. This study found LVECs reporting a broad range of other duties and a great many new duties since 1985. (See Tables 10 and 11). It should also be noted that, according to the 1989-1990 data from the Department of Public Instruction, only 26 percent of the LVECs are full-time and 64 percent are halftime or less. This leads to several questions. How much time do LVECs have to give direction and leadership to vocational education, and who provides needed leadership in those schools that do not employ LVECs?

For this study, ten of the most common duties of LVECs, drawn from a composite list prepared by Marlene Dobberfuhl of the Department of Public Instruction (Dobberfuhl, 1989), were listed in the questionnaire. The findings follow.

1. This study found that in many schools the ten duties selected are performed by more than one person. In four duties the respondents most frequently reported more than one person was involved, as follows:
 - a. directs the development of goals and objectives of the vocational programs
 - b. prepares and administers the budget for vocational programs, facilities and equipment
 - c. develops proposals for vocational curriculum development, improvement and expansion
 - d. plans and conducts in-service and staff development programs

District administrators were most often identified as the person responsible for providing an ongoing review of rules, policies, and practices established by the school board and DPI. Principals were most often identified as the person who establishes and/or coordinates vocational guidance and counseling; supervises vocational education staff; and coordinates special programs such as Education for Employment, Children-at-Risk, and Job Training Programs. LVECs were most often identified as the

person who develops and implements needs assessment, program development, promotion, and evaluation; and prepares and submits forms and reports on vocational education to local, state and federal agencies. (See Table 12).

Because of the way the study data were collected it was not possible to separate responses from schools with and without LVECs. By examination of some responses it appears that where there is no LVEC, the duties tend to fall more heavily on the principal and vocational teachers, department heads or district administrators, and especially so in the smaller schools or districts.

2. The ten duties were classified as to function or category. Of the two in the category of overall organization and management, LVECs were most often associated with the development of goals and objectives of the vocational program and district administrators were most often associated with the ongoing review of rules, policies, and practices established by the school board and the DPI.

Of the four operational activities, those duties necessary to maintain the day-to-day, year-to-year operation of the vocational programs, two were most frequently done by LVECs - develop and implement needs assessment, program development, promotion, and evaluation; and prepare and submit forms and reports on vocational education to local, state and federal agencies. Two were most often reported done by more than one person, with the principal the individual most often associated with preparing and administering the budget for vocational programs, facilities and equipment. The LVEC was the individual identified most often as developing proposals for vocational curriculum development, improvement and expansion.

Principals were by far the individual most often associated with supervision of the vocational education staff. The principal and the LVEC were mentioned equally as the individuals responsible for planning and conducting in-service and staff development programs.

The principal was mentioned most often as responsible for coordination of special programs related to vocational education.

Surprisingly, the school board and advisory committees were seldom mentioned as having primary responsibility for any of the ten duties. Vocational department heads, vocational teachers and curriculum directors were also infrequently identified as having a primary role in these duties.

D. Current Status and Expected Change in Vocational Programs

Since 1965 the Department of Public Instruction has maintained records on approved and funded vocational education programs in secondary schools. In addition, the five-year cycles of evaluation conducted for DPI by the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout have fully documented the strengths and weaknesses of approved programs since 1977. There are, however, numerous schools with vocational education programs that are not supported from federal funds and that have not undergone periodic evaluative reviews. This study did not attempt to collect detailed information on such programs although such an inquiry has merit. This study attempted to obtain information and expected changes on whatever vocational programs were being offered, funded or not funded by federal dollars. The reporting that follows, and the information shown in Table 13, is based only on the principals' responses to avoid duplicate counting of programs. Responses from district administrators, principals and LVECs are shown in Appendix A.

1. This study found that most schools report having vocational programs in business (98%), family and consumer (94%), industrial technology (84%), industrial arts (74%), and agriculture (73%). Fifty-three percent of the schools reported having health/medical programs but this reporting is believed to be in error with many fewer schools actually having vocational programs in this area. Fewer than half of the schools reported programs in marketing (48%), special needs (46%), entrepreneurship (25%), hospitality/tourism (11%), and specialty (8%).
2. Programs most likely to be expanded or added in the next five to seven years are industrial technology (42%), business (41%), family and consumer (27%), special needs (23%), marketing (20%) and agriculture (20%).
3. Programs most likely to be reduced or discontinued in the next five to seven years are industrial arts (19%), agriculture (14%), family and consumer (12%), industrial technology (9%), business (8%) and marketing (2%).
4. Programs expected to remain the same over the next five to seven years are family and consumer (48%), business (41%), agriculture (33%), health/medical (32%), industrial arts (30%), industrial technology (27%), marketing (24%), and special needs (17%).

Overall, the outlook for changes in vocational programs suggests that about 43.8 percent are going to remain the same, 36.5 percent will expand or be added, 10.3 percent will be reduced, 8.1 percent will have some change but uncertain as to what it will be, and only 1.3

percent will be discontinued. The prospect of 80.3 percent of reported programs remaining the same, or expanding, suggests a strong commitment to vocational education.

E. Important Factors Regarding the Future of Vocational Education Programs

The respondents to this study were asked to list what they considered the most important factors regarding the future of vocational education in their school or district. A total of 1,720 comments on specific factors were made. These factors were clustered into six categories as follows:

Students	434 (25.2%)
Curriculum	414 (24.1%)
Funding	308 (17.9%)
Staff	235 (13.7%)
School Structure	193 (11.2%)
Image	136 (7.9%)

These six categories and the most frequently reported factors under each are reported in Table 14. The most frequently reported factor in the Students category was "increased graduation requirements." Examples of comments in the Students category are listed below. Following each comment is the category of respondent, enrollment in grades 9-12 of their school, and respondent code number. (For all comments, see Appendix B, C and D).

"State requirements for graduation have caused students who normally would take an elective vocational class to have to take a required course instead." (District Administrator - 250 enrollment, grades 9-12). (D681)

"We require 21 credits to graduate. We have already increased our class periods from seven to eight. The state requires, and colleges require, more and more core curriculum classes. The elective areas are sacrificed. We require our 7th and 8th graders to take keyboarding, home economics, and industrial arts as 'block classes.' This may be the only time they can 'afford' to take them. I do not have any solutions but I see our elective classes in jeopardy." (Principal - 174 enrollment, grades 9-12). (P517)

"Trying to keep a balance between required courses needed for graduation and/or college entrance. Students are taking more math, foreign language, science, English, arts. Lack time to fit in so-called 'voc. courses' - I believe we do a disservice by labeling courses 'vocational'." (District Administrator - 683 enrollment, grades 9-12). (D704)

In the Curriculum category the most frequently reported factor was "change/updating of programs/curriculum." Comments in the Curriculum category ranged from integration of vocational courses with academic courses to simply update course content.

Examples of some of the more general comments are:

"The most important factor regarding the future of voc. ed. programs and courses in our school is the transition of thought, idea and mechanization from traditional ('shop, manual arts, industrial arts') to technology education. This problem is magnified when one works to reteach staff, students, parents, board of education, and the community to move from traditional to technology education. With crunches in budgets, the process becomes difficult and laborious." (Principal - 331 enrollment, grades 9-12). (P633)

"Every course we teach in our school is related to some aspect of the world of work; we want to prepare our students so they can pursue a wide number of options later on in life. We feel that we cannot prepare young people for specific jobs anymore due to the rapid changes taking place in our society. Our present attitude is that sophisticated, high-tech offerings can best be taken in a post-high school setting." (District Administrator - 189 enrollment, grades 9-12). (D787)

"The high school curriculum should be exploratory in nature. Students should have the opportunity to learn basic work skills in a variety of vocationally related fields. Post-high school training should be selected for greater specialization. High school vocational training should not attempt to specialize. Neither high school budgets, nor curriculums, will be able to keep pace with improvements and changes at the cutting edge of industrial and technological occupations." (District Administrator - 100 enrollment, grades 9-12) (D846).

Sprinkled throughout the comments were frequent reference to Education for Employment programs. The expectation is that these programs will contribute substantially to students' understanding of general employability skills. With fully functioning programs there should be reduced pressure on vocational education to deliver generic job skills.

Simply "more funding" was the most frequently mentioned factor in the Funding category. Another frequent comment under Funding was lack of funds for equipment such as:

"The most important factor regarding the future of voc. ed. programs and courses in our school revolves around budget problems, particularly as it relates to new and modern equipment. As an example of this, we can look at the area of industrial technology. Our shops need to be updated with modern CAD-CAM computer systems that are now being used in industry. The only way this is going to be accomplished is for local industry and business to work together

with our schools. Presently, budget constraints prevent our school from expanding in these areas the way we would like to." (Principal - 303 enrollment, grades 9-12). (P423)

Often funding comments were interwoven with other concerns:

"Cost of programs is big factor. Imposition of graduation requirements is also a big factor. There has been too much mandating in this regard by the DPI and the legislature to the detriment of progressive districts which have good elective programs as well as basic skill programs. Choice among electives, including vocational, has been limited. This has hurt vocational programs. The rapid changes in technology also create some difficulty for intelligent curriculum planning." (Principal - 600 enrollment, grades 9-12). (P416)

Under the Staff category "upgrading staff" was the most frequently mentioned factor. Two other factors under Staff were motivation of staff and problems in getting or keeping qualified staff. Typical comments are:

"How do we update and retrain our vocational staff to present needs of students and the business community? A number of our teachers are still practicing what they 'think' business and industry want from the 60s. If we don't learn how to infuse these concepts into our regular instruction, and if we don't modify present graduation course requirements (which put the squeeze on elective programs and courses), we will NOT achieve the goal of teaching each student what they need for success in their vocational pursuits." (District Administrator - 1,050 enrollment, grades 9-12). (D924)

"The instructional staff are the most important factor. If they are making changes to meet modern needs, the enrollment is staying high." (Principal - 405 enrollment, grades 9-12). (P434)

"The most important factor will be teacher energy and willingness to grow. Secondly, funds will be important. Funding resources outside the district will have a large effect on school boards being willing to move in the area of vocational education." (Principal - 246 enrollment, grades 9-12). (P507)

"Major concern is that staff members upgrade and revise curriculums to reflect current and innovative programs. Without doing so, the enrollments will drop and programs will be lost. Staff at times lacks motivation to change. Second concern is adequacy to continue equipment upgrades that are necessary to offer contemporary programs." (Principal - 112 enrollment, grades 9-12). (P573)

The most frequently reported factor in the School Structure category was "declining enrollments." School structure comments on number of periods in a day, extended school year, changing length of periods, and comments similar to those that follow, suggest educators are ready to consider any meaningful change that would help youngsters.

"We have a 10-period day which allows our students to take 8 classes. Because of this, students can take math, science, social studies, English, physical education, foreign language, and still have two periods to take other electives such as vocational arts, fine arts, etc. We do not look at our vocational programs as preparatory for jobs after high school. They are for all students and the exposure to a variety of programs is essential in making career decisions." (District Administrator - 1,425 enrollment, grades 9-12). (D987)

"Our main concern/challenge is to be able to provide hands-on, outside cooperative work experiences for our students. Specifically is the DPI requirement that co-op experience be paid in order to count. This severely limits many businesses' willingness to participate. The second frustration is requiring that co-op students have a class 'each day' in the same department whereby they are having a 15-20 hour work experience outside of school. At our school, co-op is at the end of the sequence and students already had a course to prepare them for this experience. Under DPI rule, most students are not willing to commit three to four hours per day to one program." (Principal - 850 enrollment, grades 9-12). (P388)

"Required courses have filled the student schedules - there is very little time left to enroll in vocational education courses. We can provide the best vocational curriculum, facilities and staff in the state but if students' required courses fill their time, our effort is for nothing." (LVEC - 850 enrollment, grades 9-12). (V050)

"The number of credits required by the state in English, math, social studies is increasing; local districts are even adding additional requirements. Even on an eight-period day, our students do not have enough time slots to schedule vocational classes and the situation continues to grow worse." (LVEC - 733 enrollment, grades 9-12). (V077)

"Communication with the public, educators and boards" was the most frequently mentioned factor in the Image category. Typical comments were:

"It is important for our district that the administration, board of education and public be aware of the value of our vocational programming to our students and also the strength of our industrial arts programs. We have a tradition of

innovative, flexible, and effective programming for a large percentage of our students. Reduction of these programs at a time when the prediction of future labor market indicates a need for more service and technology, and less college, seems to not be going in the direction we should be." (Principal - 350 enrollment, grades 9-12). (P327)

"Education for Employment must become an important issue supported by the Chamber of Commerce, manufactures council, and area employers if change is expected to take place in delivering employability skills. The notion that vocational education is for someone else's child must be changed." (District Administrator - 2,458 enrollment, grades 9-12). (D773)

"Changing the values and beliefs of some vocational education teachers regarding the purpose of vocational education." (District Administrator - 2,125 enrollment, grades 9-12). (D721)

The responses to this item on the questionnaire indicate that there is great diversity of concern among the schools and vocational programs in Wisconsin. Nevertheless, nearly half of the comments on specific factors related to students or curriculums, and many of the comments regarding students, pertain to their courses, electives and schedules.

The data indicates Wisconsin has many strong and successful vocational programs that are effectively meeting the needs of students and meeting or exceeding the expectations of administrators. The data also indicates that many vocational programs are in serious trouble, with the most obvious problem being rapidly declining enrollments. The enrollment declines in programs are reported for various reasons but the increased graduation and college admission requirements are most frequently noted. Many respondents indicate that vocational education is just one element among many concerns in planning and delivering effective education today. There are a host of other elements creating dilemmas and frustrations for administrators in the schools. The degree to which these other elements have greater priority, impact upon, or are related in some way to vocational education may establish some predisposition to administrative action that could affect the future of vocational education.

Regional Meetings

During a six-week period in the fall of 1989 (October 4-November 16), six regional meetings were held in various locations around the state. (See Table 15). All persons who were mailed questionnaires were invited to hear and discuss the findings from the questionnaire portion of the study. The regional meetings were arranged and hosted by the Wisconsin Association of Secondary Vocational Administrators. A total of 191 persons attended these meetings.

Each regional meeting included a one- and one-half hour

presentation of the study data and a two and one-half hour open discussion of participants' reactions and interpretations of findings. Participants were asked to identify the action or issue they considered most critical to the future of vocational education in Wisconsin's public K-12 schools. The participant comments were highly consistent in some areas but diverse in others. Typical comments drawn from the six regional meetings are:

"Vocational education needs to work much more closely with academic programs and other groups of teachers and organizations. They must lobby together and vocational education must gain acceptance within these other groups. They must defragmentize within the K-12 school curriculum. Alternative credit acceptance - University of Wisconsin must establish competency expectations, not just course titles." (RC-1)

"We need closer articulation arrangements with technical colleges and universities. We need to explore different views of curriculum, i.e., facts versus thinking and doing skills, problem solving and critical thinking." (RC-2)

"We need to complete the transformation of vocational education curriculum, staff to a more global view and understand vertical and horizontal articulation. We need a contemporary statement of vocational education, i.e., what it is and what it should be called." (RC-3)

"There are three critical factors in the future of vocational education - 1) change of curriculum, 2) concepts of instructional delivery and 3) change in leadership with focus on principals and integrated curriculum." (WA-1)

"They are still discussing some irrelevant items. We need people with real vision and we need to stop tinkering around and make real changes. We need to use computer networks and strive for mid-management level education and establish the necessity of lifelong learning." (WA-2)

"Schools and school systems need to be restructured to accommodate changes necessary. Change departments, school hours, times, certification." (WA-3)

"Single most important need for the future of vocational education is leadership." (O-1)

"The method of delivery of vocational education must change. Math and science people are already moving into 'applied' learning, even at the middle school. Vocational educators better get involved or expect that they will be left out. Need to involve school boards in sessions on vocational education and gain their concurrence in the concept of joint teaching effort." (O-2)

"The State needs to make a long-term financial

commitment to vocational education. We need longer periods of instruction in K-12, i.e., K-14, to keep up with expanded knowledge. What employers say they want may be different from what they would like. Small schools do not necessarily mean limited equipment or poor instruction." (O-3)

"The LVEC type person is essential for schools or clusters of small schools. Leadership quality of LVEC is essential to continued use of their services. Leadership needed for any forward movement in vocational ed and K-12 education. Articulation is a must." (O-4)

"Enthusiastic teachers are a major factor in relevant and viable programs. This is where we should put our emphasis if we want to see major changes made in vocational education." (Osh-1)

"The social services expected of schools is draining away already limited time and resources. We are so busy chasing cows that we do not have time to fix the fences." (Osh-2)

"Most secondary education curriculum is geared to the college-bound student. We must remember that good vocational education produces good students, college-bound or not. If college-bound do not take vocational education and then drop from college, they do not have skills necessary to enter labor force." (Osh-3)

"Lack of motivation and interest by older teachers is dragging down vocational education. Advisory committees are essential - let them put pressure on the boards, teachers, and whomever else is not providing the support or leadership that is necessary for effective vocational education!" (Osh-4)

"The attitudes of present staff are critical in any modifications or changes in vocational education. New teachers need many other qualities besides a high grade point average." (R-1)

"The small school structure seems to be headed toward having to work with a center or sharing with other schools. We need to work out arrangements whereby the smaller school can provide a reasonable curriculum and still maintain itself within its local area." (R-2)

"We need to get school boards to make a commitment to the concept of change, to the concept of contemporary and relevant technology in all classes." (R-3)

"We need to redefine vocational education. We need to make it broader, more comprehensive, and possibly encourage competency-based graduation as well." (R-4)

"Changing content of vocational education courses is essential - change in image will follow. In-service for vocational education is also critical - we cannot

afford to have teachers dealing with yesterday's news." (H-1)

"A change in the image of vocational education is basic to any long-run success in revitalizing vocational education. The term 'applied education' is okay but only if it reflects a new and revised curriculum." (H-2)

"The lack of staff time to do things that need to be done is a problem that cannot seem to be overcome. We need some solution that will free up staff to spend more time on curriculum and development of instructional materials." (H-3)

"A full time CESA-sponsored vocational education coordinator for every four or five schools, with 50 percent funding from the state, would go a long way toward helping us revitalize and revamp vocational education in our schools. We need to have consistent and specialized help to develop linkages between education and business, and vocational education and academics." (H-4)

The discussions and group interaction at the six regional task force meetings confirmed the breadth and diversity of concerns surrounding the current status and future of vocational education. The general sense of these meetings was that 1) some action needs to be taken to strengthen and improve K-12 vocational education; 2) whatever the action, it has to be significant - not just some "tinkering around" with present curriculum and structure; and 3) leadership and quality of staffing for vocational education is critical for changes to be conceptualized and implemented.

Sixteen Proposals

As a result of discussions at the regional meetings, proposals for the future of vocational education were suggested by participants. Sixteen of these proposals were sent to the 191 regional meeting participants for their ranking as to importance in their community and priority for statewide action. Seventy-seven percent of the participants (147) returned their rankings. The 16 proposals are listed below in reported rank order, in terms of importance to the local school and community. Priority for statewide action is shown in () after each proposal.

1. Revise the present vocational education curriculum offered in the K-12 schools to reflect the emerging technologies and contemporary needs of youth. (3)
2. The Department of Public Instruction should continue to have professional staff that provides leadership in vocational education and consultative services in vocational education to all schools. (1)
3. Increase public awareness of the value of school and business partnerships and the impact that relevant and contemporary vocational education

has on the economic well-being of the people and the state of Wisconsin. (4)

4. The leadership in the Department of Public Instruction, various professional organizations, educator preparation institutions and concerned businesses should combine in communicating the importance and need for relevant and contemporary occupationally-oriented education to K-12 students, parents, school board members, university leadership and the public at large. (2)
5. Establish a weighted state-aid formula that would recognize the excess cost of instructional programs in such areas as the technologies and sciences which use extensive laboratories and equipment. (5)
6. Integrate vocational and academic content and courses throughout the K-12 curriculum. (8)
7. A person with the leadership qualifications of a Local Vocational Education Coordinator should be on the staff of each K-12 school district. (7)
8. Provide intensive staff development and improvement in selected technologies for 20 percent of the states K-12 vocational teachers in each of the next five years. (6)
9. Establish with all educators and the public, that federal funding for educational programs and activities should be viewed as supplemental and not as base budget support for targeted programs. (9)
10. Explore, develop, and demonstrate the viability of grades 7 to 14 articulated curriculum patterns between the K-12 and the technical colleges and University Centers. (11)
11. Require for principal certification at least one three-credit course in the philosophy, practice, and administration of contemporary vocational education. (9)
12. The historical concepts and programs of vocational education should be replaced and the term "applied education" used to designate any program or curriculum that focuses on the occupational application of foundation skills in mathematics, sciences, communications and economics. (12)
13. Restructure the school day and the school year into periods and time blocks more closely associated with the nature of the content to be taught, the needs of the students, and the performance to be achieved. (14)
14. Extend the school year to 210 days, with 200 instructional days and ten days specifically

designated for school-directed in-service and staff development for teachers and staff. (13)

15. Establish for all content areas in the K-12 system, performance-based outcomes to be achieved under whatever structure and design deemed appropriate by local educational leadership, and eliminate all course and pattern requirements for grade promotion or high school graduation. (15)
16. Local leadership for the planning, development, implementation and assessment of contemporary vocational education should reside primarily with the school principal and, as needed, the help of a specialist such as a Local Vocational Education Coordinator. (16)

Overall, the patterns of response to these 16 propositions by the respondent groups - district administrators principals, LVECs, teachers, and others - were similar. On some specific propositions there were some deviations. The rankings of importance and need for state action are shown in Table 26, pages 43-44.

Conclusions

Analysis of the data obtained from the study questionnaires, the interaction and interpretations from participants at the regional meetings, and the follow-up ranking of 16 selected propositions, have led to six overall conclusions. These conclusions are broadly stated and deal with key areas of concern reported in this study. It should be emphasized that this study and these conclusions are focused on the organization, delivery and leadership for the vocational education portion of the K-12 curriculum. It is fully recognized that vocational education is but one of the essential components in a comprehensive K-12 school system. It is also recognized that any adjustments in vocational education may well require adjustments in other components of the school. Likewise adjustments in other parts of the school's operation or offerings may well impact on vocational education courses and programs. It is with this understanding that the following six conclusions are presented.

1. Purpose of Vocational Education

The historic purpose of secondary vocational education as set forth in federal legislation, by professional leadership at the national, state, and local levels, and by traditional practice, has been to provide youth with employment knowledge and skills so they can successfully enter into gainful employment upon high school graduation. While this traditional purpose was appropriate for earlier times, the continuation of vocational programs primarily for entry level employment is no longer justifiable. Contemporary needs are for courses and learning activities across the entire K-12 educational experience that prepare youth for employment and for advanced or continuing education that will provide the higher level knowledge and skills

necessary for productive employment in a rapidly changing economy.

Thus, the contemporary purpose of vocational education would be achieved by a school curriculum having both a general vocational education component and a specialized vocational education component. The general vocational education component would consist of those learnings, experiences and basic employability skills required in all areas of employment and common to all aspects of work, and currently being provided by most schools under education for employment plans. The specialized vocational education component would consist of those learnings, experiences and activities that are unique to a specific occupational area and required for productive employment and advancement. This component could be offered through a variety of instructional delivery plans.

2. Programs and Curriculums

Vocational programs have operated within occupational market structures since first introduced into secondary schools. The traditional program areas have been agriculture, business, industrial, home and family, marketing and health. Programs and curriculums, although modified somewhat, continue to be conceptually organized in these six areas. Many curriculums contain content that is obsolete and outmoded, some utilize equipment and teach processes that are no longer relevant to business or industry, and some curriculums contain occupationally specific content that is better taught in on-the-job settings. Boundaries between these traditional program areas have become indistinct and many occupations require knowledge and skills drawn from several different disciplines. New content and structures for vocational programs are necessary. These current curricular weaknesses are recognized and there is general agreement that changes in both content and structure of vocational programs are necessary.

3. Funding

Most vocational programs, especially those that are maintaining up-to-date equipment and facilities, require considerable financial resources. A frequent comment from educators across the state is that a consistent and adequate source of funding is needed to assure quality vocational education programs. Federally legislated support is no longer focused on assisting general vocational education. Additional federal and state funding is often requested but many school administrators ask for more local funding. Because of limited equipment and facilities many small schools have serious problems in providing quality vocational

programs. Some districts have developed innovative and effective means of sharing program resources, partnerships with business and industry, or articulation with technical colleges. However, even under the best arrangements, funding for vocational education is a serious roadblock to developing and delivering improved programs.

4. Declining Enrollments in Programs and Schools

A frequently mentioned concern about the present and future of vocational education is declining enrollment in programs and schools. A combination of factors have exacerbated what might in early times have been a temporary situation. The combination of a general decline in school-age youth, increased graduation requirements, more academic requirements mandated for college admission, and a declining relevance in traditional vocational course content has resulted in insufficient enrollment to justify continuation of many courses. Vocational education, as elective courses and stereotyped as appropriate only for the noncollege-bound student, has a serious image problem. Although existing programs seem to be meeting the expectation of educators and the public in most communities, it may be that expectations are not very high and the gap between what is, and what should or could be, is significant.

5. Graduation and College Admission Standards

There are few persons who question that improvements need to be made in the education of our youth. Although the performance of Wisconsin youth on most measures place them clearly at the top of the national rankings, there are still many examples of mediocre performance, or worse, unacceptable numbers of students leaving school before graduation. Increased units of mathematics, science and English for graduation are welcomed by some educators. Many others question the logic of requiring more of what does not contribute to educational improvement.

The increased academic requirements for college admission are also viewed in a positive light. However, media coverage has created the perception that such requirements must be attained by all students, even those not college-bound. Also, college admission officers seem to focus on course titles rather than attained competencies. Thus, many well qualified students who have taken elective vocational courses do not have the "required" pattern of course titles mandated by colleges for admission. The dilemma created by local and state-mandated graduation requirements, and increased college admission standards, has not been resolved for the 65 percent of high school

graduates who have greater need for a program of applied academics.

6. Leadership and Staff Development

The performance of persons in Local Vocational Education Coordinator roles over the past 25 years provides ample evidence of the value of such leadership. Unfortunately, not all schools have chosen to have the services of an LVEC, and in many schools, the addition of other duties has prevented LVECs from giving the time and effort necessary to maintain and improve local vocational programs. It may be that too much has been expected of LVECs and too little expected of the only common vocational education leadership person across all schools, the school principal.

Vocational programs, like other educational programs, tend to succeed or fail largely on the efforts and qualifications of the teachers, department chairs, and local administrative leadership. Schools which have competent and highly motivated staff tend to have vigorous and exciting vocational programs.

But, like all professionals, educators who do not actively pursue some form of regular professional development are soon out-of-date in educational skills and out-of-touch with the realities of the world of work. Department of Public Instruction and University-sponsored professional development programs appear to be held infrequently, and then attended by only a small cadre of the most concerned.

The preceding six conclusions describe this study's assessment of the present status and needs of vocational education in Wisconsin public K-12 schools. There are exceptions to these conclusions - both more positive and more negative. Overall, however, the persons who contributed to this study reflected great concern about the need for change in all of education, and specifically in vocational education, if Wisconsin schools are to continue to effectively serve the needs of our youth.

Recommendations

The discussions at the regional meetings established much of the foundation for the recommendations that follow. There were hundreds of comments by study participants and most were preceded with the expression "We need to ..." Clearly we, as responsible planners for the education and future occupational well-being of today's children, need to consider all ideas for change regardless of the impact on our favorite program or procedure.

The study on which these recommendations are based also provides a wealth of ideas on how these recommendations might be implemented. The following nine

recommendations are presented as the most critical of many recommendations that might be made.

Curriculum

1. It is recommended that current K-12 curriculums be examined on a program-by-program basis to determine what content of vocational courses, academic courses and general courses might be integrated; what content is no longer relevant due to technological change or the incorporation of activities associated with Education for Employment; and what occupationally oriented content is unique and should be retained in the curriculum.
2. It is recommended that the current organization of vocational content by traditional fields (agriculture, business, family and consumer, health, industrial and marketing) be discontinued and reorganized into a limited number of functional areas such as 1) human services, 2) technology, and 3) business enterprises.
3. It is recommended that new and innovative curricular designs and instructional strategies across the K-12 system be developed to give greater assurance that all students have ready access to instruction that best meets their academic and career needs. It is further recommended that instruction be offered in a manner that maximizes the potential for student learning and success. Special attention should be given designs that utilize school and business partnerships, and articulation with technical colleges.

Leadership

4. It is recommended that the requirements for certification as Local Vocational Education Coordinator be redeveloped as a three-level position with Level I being a qualified vocational program coordinator, Level II being a qualified vocational curriculum and program specialist, and Level III being a comprehensive curriculum and instructional director. Each school should have the services of a person licensed at one of these levels as appropriate for that school. The LVEC, at any level, would be responsible for the development, implementation, evaluation and overall leadership for continuing, revising and developing new vocational education programs.
5. It is recommended that the Bureau for Vocational Education, Department of Public Instruction, continue to provide comprehensive state-level leadership for vocational education programs and that Bureau program specialists provide regular assistance to all school districts in the state, especially in the areas of vocational curriculum, program design, and professional staff development.
6. It is recommended that the Bureau for Vocational Education, Wisconsin Department of

Public Instruction, initiate efforts to assure that every teacher and administrator associated with a vocational program have access to, and annually participate in, a professional development program specifically designed to enhance their skills and understandings of vocational curriculums and instructional delivery.

7. It is recommended that every college and university authorized by the Department of Public Instruction to certify educational staff for K-12 schools be asked to annually prepare a program of action describing how that institution intends to incorporate new concepts of vocational education in both pre-service and continuing professional education offerings.

Image and Support

8. It is recommended that the Department of Public Instruction, along with the leadership of professional education organizations, colleges, universities, business and industry, undertake the development and implementation of a plan that would continually communicate the importance and necessity for a relevant program of vocational education for all youth to students, parents, educators, school board members, college and university leaders, government officials, and the public-at-large.
9. It is recommended that a system of state and local funding be established that would recognize and provide on a continuing basis adequate funds for materials, equipment and facilities for effective vocational instruction.

It is hoped that, as these recommendations are reviewed and as strategies for implementation are developed, historic bias and proprietary feelings about traditional programs can be set aside. Serious and significant changes are needed, and these cannot be accomplished if they are attempted within the bounds of the past. Much of what has been done in K-12 vocational education is good and should not be discarded, but it needs to be incorporated into new concepts or designs. The youth of today are faced with a different composition of educational needs than in the past. This is the challenge of the 1990s as we prepare youth for the opportunities of the 21st century.

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Appendix A

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TABLE 1

Respondents to Study

	Questionnaires Sent	Questionnaires Returned	Percent Returned	Percent Usable
K-12 District Administrators	386	294	76.2%	73.3%
High School Principals	427	345	80.8%	78.2%
Local Vocational Education Coordinators	174	136	77.6%	77.0%
Total	987	775	78.5%	76.1%

TABLE 2

n = 745

School Enrollment Grades 9 - 12 and Percent of Students Enrolled in Vocational Education

School Enrollment	Percent of Students Enrolled in One or More Vocational Courses During 1988 - 1989										Total
	Less Than 15%	15 - 29%	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70 - 79%	80 - 89%	90+%	Other	
Under 150	2 (2%)	11 (12%)	9 (10%)	7 (8%)	9 (10%)	10 (11%)	10 (11%)	9 (10%)	18 (20%)	6 (7%)	91
150 - 299	3 (2%)	9 (5%)	26 (14%)	17 (9%)	19 (10%)	27 (15%)	25 (14%)	29 (16%)	11 (6%)	18 (10%)	184
300 - 499	2 (1%)	9 (6%)	21 (13%)	16 (10%)	23 (15%)	27 (17%)	19 (12%)	12 (8%)	8 (5%)	20 (13%)	157
500 - 749	4 (4%)	15 (14%)	14 (13%)	15 (14%)	13 (12%)	11 (10%)	14 (13%)	7 (7%)	4 (4%)	8 (8%)	105
750 - 999	2 (3%)	5 (7%)	6 (9%)	9 (13%)	9 (13%)	9 (13%)	11 (16%)	8 (12%)	3 (4%)	5 (7%)	67
1,000 - 1,499	6 (9%)	15 (23%)	8 (12%)	4 (6%)	9 (14%)	6 (9%)	11 (17%)	2 (3%)	2 (3%)	2 (3%)	65
1,500 - 2,499	2 (5%)	6 (14%)	4 (9%)	8 (19%)	3 (7%)	9 (21%)	4 (9%)	2 (5%)	2 (5%)	3 (7%)	43
2,500 - Larger	0 (0%)	3 (13%)	3 (13%)	0 (0%)	4 (17%)	5 (22%)	5 (22%)	1 (4%)	1 (4%)	1 (4%)	23
No Answer	1 (10%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)	2 (20%)	2 (20%)	3 (30%)	1 (10%)	10
Total	22 (3%)	73 (10%)	91 (12%)	77 (10%)	89 (12%)	104 (14%)	101 (14%)	72 (10%)	52 (7%)	64 (9%)	745

TABLE 3

n = 745

School Enrollment Grades 9 - 12 and Number of Teachers (FTE) Involved in Delivery and Vocational Education Courses

School Enrollment	Number of Teachers (FTE) Involved in Delivery of Vocational Education Courses During 1988 - 1989										Total
	1 - 2	3 - 5	6 - 8	9 - 11	12 - 15	16 - 19	20 - 29	30 - 39	50 or more	Other	
Under 150	17 (19%)	68 (75%)	2 (2%)	1 (1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (3%)	91
150 - 299	9 (5%)	137 (74%)	36 (20%)	0 (0%)	0 (0%)	0 (0%)	2 (1%)	0 (0%)	0 (0%)	0 (0%)	184
300 - 499	9 (6%)	50 (32%)	76 (48%)	18 (11%)	0 (0%)	0 (0%)	1 (1%)	1 (1%)	0 (0%)	2 (1%)	157
500 - 749	3 (3%)	14 (13%)	34 (32%)	41 (39%)	10 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (3%)	105
750 - 999	0 (0%)	4 (6%)	13 (19%)	35 (52%)	12 (18%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)	67
1,000 - 1,499	2 (3%)	7 (11%)	8 (12%)	8 (12%)	24 (37%)	5 (8%)	6 (9%)	3 (5%)	0 (0%)	2 (3%)	65
1,500 - 2,499	0 (0%)	1 (2%)	3 (7%)	3 (7%)	4 (9%)	10 (23%)	10 (23%)	8 (19%)	2 (5%)	2 (5%)	43
2,500 - Larger	0 (0%)	0 (0%)	2 (9%)	0 (0%)	2 (9%)	0 (0%)	3 (13%)	6 (26%)	8 (35%)	2 (9%)	23
No Answer	1 (10%)	1 (10%)	1 (10%)	2 (20%)	2 (20%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	2 (20%)	10
Total	41 (5%)	282 (38%)	175 (23%)	108 (14%)	54 (7%)	17 (1%)	22 (3%)	19 (3%)	10 (1%)	17 (2%)	745

TABLE 4

n = 745

School Enrollment Grades 9 - 12 and Presence of VTAE Facility in District

School Enrollment	VTAE School Facility in District During 1988-1989			
	Yes	No	No Answer	Total
Under 150	18 (20%)	72 (79%)	1 (1%)	91
150 - 299	26 (14%)	157 (85%)	1 (1%)	184
300 - 499	41 (26%)	115 (73%)	1 (1%)	157
500 - 749	34 (32%)	71 (68%)	0 (0%)	105
750 - 999	38 (57%)	29 (43%)	0 (0%)	67
1,000 - 1,499	54 (83%)	10 (15%)	1 (1%)	65
1,500 - 2,499	35 (81%)	8 (19%)	0 (0%)	43
2,500 - Larger	20 (87%)	3 (13%)	0 (0%)	23
No Answer	4 (4%)	5 (5%)	1 (1%)	10
Total	270 (36%)	470 (63%)	5 (1%)	745

TABLE 5

n = 745

Extent Vocational Education is Meeting Expectations

How Well Vocational Education is Meeting Expectations	District Administrator n = 284	Principal n = 323	LVEC n = 138	Combined n = 745
Generally Exceeds	32 (11.3%)	42 (13.0%)	22 (15.9%)	96 (12.9%)
Generally Meets	183 (64.4%)	197 (61.0%)	98 (71.0%)	478 (64.2%)
Generally Falls Short	31 (10.9%)	48 (14.9%)	8 (5.8%)	87 (11.7%)
Generally Fails	4 (1.4%)	0 (0.0%)	0 (0.0%)	4 (0.5%)
Inconsistent	31 (10.9%)	28 (8.7%)	9 (6.5%)	68 (9.1%)
Other	2 (0.7%)	6 (1.9%)	0 (0.0%)	8 (1.1%)
No Answer	1 (0.4%)	2 (0.6%)	1 (0.7%)	4 (0.5%)
Total Responses	284 (100.0%)	323 (100.1%)*	138 (99.9%)*	745 (100.0%)

*Percent may not equal 100 because of rounding.

TABLE 6

n = 745

School Size and Extent Vocational Education is Meeting Expectations

School Size	Generally Exceed	Generally Meet	Generally Fall Short	Generally Fail	Inconsistent	No Answer	Total
Under 150	11 (12%)	58 (64%)	15 (16%)	1 (1%)	4 (4%)	2 (2%)	91
150 - 299	23 (13%)	122 (66%)	17 (9%)	2 (1%)	17 (9%)	3 (2%)	184
300 - 499	21 (13%)	99 (63%)	19 (12%)	0 (0%)	15 (10%)	3 (2%)	157
500 - 749	18 (17%)	61 (58%)	13 (12%)	0 (0%)	12 (11%)	1 (1%)	105
750 - 999	10 (15%)	46 (67%)	6 (9%)	0 (0%)	4 (6%)	1 (2%)	67
1,000 - 1,499	6 (9%)	42 (65%)	10 (15%)	1 (2%)	6 (9%)	0 (0%)	65
1,500 - 2,499	3 (7%)	26 (60%)	5 (12%)	0 (0%)	8 (19%)	1 (2%)	43
2,500 - Larger	3 (13%)	17 (74%)	2 (9%)	0 (0%)	1 (4%)	0 (0%)	23
No Answer	1 (10%)	7 (70%)	0 (0%)	0 (0%)	1 (10%)	1 (10%)	10
Total	96 (13%)	478 (64%)	87 (12%)	4 (0%)	68 (9%)	12 (2%)	745

TABLE 7

n = 745

Main Purpose of Vocational Education

Purpose	District Administrator n = 284	Principal n = 323	LVEC n = 138	Combined n = 745
Career Awareness	89 (29%)	88 (23%)	36 (22%)	213 (25%)
Preparation for Employment	103 (34%)	148 (39%)	80 (48%)	331 (39%)
Preparation for Higher Education	21 (7%)	29 (8%)	16 (10%)	66 (8%)
Retention to Graduation	12 (4%)	18 (5%)	5 (3%)	35 (4%)
Development of Basic Skills	66 (22%)	84 (22%)	24 (14%)	174 (21%)
None Checked or Other	11 (4%)	9 (2%)	6 (4%)	26 (3%)
Total Responses	302(100%)	376 (99%)*	167(101%)*	845(100%)

*Percent may not equal 100 because of rounding.

TABLE 8

n = 745

What Image Does "Vocational Education" Have in Your Community?

Respondent	Very Positive	Positive	Neutral	Negative	Very Negative	None Checked or Other	Total
District Administrators	52 (18%)	167 (59%)	54 (19%)	6 (2%)	0 (0%)	5 (2%)	284 (101%)*
Principals	49 (15%)	183 (57%)	73 (23%)	12 (4%)	1 (0%)	5 (1%)	323 (100%)
LVECs	29 (21%)	81 (59%)	24 (17%)	4 (3%)	0 (0%)	0 (0%)	138 (100%)
Total	130 (17%)	431 (58%)	151 (20%)	22 (3%)	1 (0%)	10 (0%)	745 (99%)*

*Percent may not equal 100 because of rounding.

TABLE 9

n = 745

Rank of Vocational Education Among All Concerns, Needs,
Problems and Issues with Which You Are Faced in Your School

Top Quartile	159 (21%)
District Administrator	49 (17%)
Principal	80 (25%)
LVEC	30 (22%)
Second Quartile	308 (41%)
District Administrator	130 (46%)
Principal	136 (42%)
LVEC	42 (30%)
Third Quartile	172 (23%)
District Administrator	65 (23%)
Principal	66 (20%)
LVEC	41 (30%)
Fourth Quartile	50 (7%)
District Administrator	18 (6%)
Principal	19 (6%)
LVEC	13 (9%)
None Checked	49 (7%)
District Administrator	20 (7%)
Principal	19 (6%)
LVEC	10 (7%)
Other	7 (1%)
District Administrator	2 (1%)
Principal	3 (1%)
LVEC	2 (1%)

TABLE 10

n = 131

If Not 100 Percent as LVEC - What Other Duties?

Teacher	61	(47%)
Education for Employment Coordinator	39	(30%)
Project/Activity Supervisor	31	(24%)
Children-at-Risk Coordinator	11	(8%)
Curriculum Coordinator/Director	10	(8%)
JTPA Coordinator	10	(8%)
Assistant Principal	10	(8%)
Work Experience/Cooperative Coordinator	7	(5%)
Coach/Athletic Director	6	(5%)
Equity Coordinator	6	(5%)
Counselor	5	(4%)
Department Head	4	(3%)
District Administrator	3	(2%)
Alternative School Administrator	2	(2%)
Club Advisor	2	(2%)
LVEC	2	(2%)
Principal	2	(2%)
Technical College Representative	2	(2%)
None	2	(2%)
Other	33	(25%)
No Answer	1	(1%)

TABLE 11

n = 131

LVEC - What New Duties Since 1985?

Education for Employment Coordinator	67	(51%)
Project/Activity Supervisor	38	(29%)
Children-at-Risk Coordinator	18	(14%)
LVEC	17	(13%)
JTPA Coordinator	15	(11%)
Technical College Representative	9	(7%)
Curriculum Coordinator/Director	8	(6%)
Equity Coordinator	8	(6%)
Coach/Athletic Director	7	(5%)
Work Experience/Cooperative Coordinator	6	(5%)
None	5	(4%)
Assistant Principal	4	(3%)
Club Advisor	4	(3%)
Department Head	2	(2%)
District Administrator	2	(2%)
Alternative School Administrator	2	(2%)
Other	41	(31%)

TABLE 12

n = 745

The Person/Group That is Primarily Responsible for Each of the Duties Listed.

DUTIES	School Board	District Admin.	Curric. Director	Principal	Voc. Coord./ LVEC	Voc. Dept. Head	Voc. Teacher	Advisory Committee	More Than One	Other Person/ Group	No Answer
Directs the development of goals and objectives of the vocational programs	17 (2%)	29 (4%)	41 (6%)	70 (9%)	215(29%)	36 (5%)	85(11%)	14 (2%)	227(30%)	11 (1%)	0 (0%)
Develops and implements needs assessment, program development, promotion, and evaluation	0 (0%)	20 (3%)	36 (5%)	85(11%)	295(40%)	26 (3%)	57 (8%)	11 (1%)	202(27%)	13 (2%)	0 (0%)
Establishes and/or coordinates vocational guidance and counseling	2 (0%)	27 (4%)	41 (6%)	235(32%)	122(16%)	26 (3%)	77(10%)	3 (0%)	113(15%)	99(13%)	0 (0%)
Provides ongoing review of rules, policies, and practices established by the school board and the DPI	11 (1%)	169(23%)	51 (7%)	145(19%)	157(21%)	11 (1%)	14 (2%)	2 (0%)	164(22%)	21 (3%)	0 (0%)
Prepares and administers the budget for vocational programs, facilities and equipment	1 (0%)	137(18%)	4 (1%)	143(19%)	121(16%)	60 (8%)	39 (5%)	1 (0%)	225(30%)	14 (2%)	0 (0%)
Develops proposals for vocational curriculum development, improvement and expansion	0 (0%)	22 (3%)	33 (4%)	59 (8%)	217(29%)	50 (7%)	121(16%)	8 (1%)	220(30%)	15 (2%)	0 (0%)
Supervises vocational education staff	1 (0%)	21 (3%)	7 (1%)	523(70%)	76(10%)	6 (1%)	0 (0%)	0 (0%)	99(13%)	12 (2%)	0 (0%)
Plans and conducts in-service and staff development programs	1 (0%)	70 (9%)	105(14%)	153(21%)	155(21%)	12 (2%)	7 (1%)	30 (4%)	181(24%)	31 (4%)	0 (0%)
Prepares and submits forms and reports on vocational education to local, state, and federal agencies	1 (0%)	102(14%)	11 (1%)	61 (8%)	397(53%)	5 (2%)	24 (3%)	2 (0%)	112(15%)	19 (3%)	1 (0%)
Coordinates special programs such as Education for Employment, Children-at-Risk, Job Training Programs	1 (0%)	69 (9%)	66 (9%)	208(28%)	179(24%)	6 (1%)	14 (2%)	5 (1%)	159(21%)	37 (5%)	1 (0%)
Other	0 (0%)	0 (0%)	1 (0%)	1 (0%)	4 (0%)	0 (0%)	1 (0%)	4 (0%)	6(1%)	0 (0%)	728 (98%)

TABLE 13

n = 323

Expected Changes in Vocational Courses - Principals

Vocational Areas	Changes in Curriculum/Course Offerings Expected Over Next 5-7 Years					
	Add/Expand	Reduce	Discontinue	Remain Same	Some Change	No Program
Agriculture	64 (20%)	40 (12%)	8 (2%)	105 (33%)	17 (5%)	89 (27%)
Business	133 (41%)	26 (8%)	0 (0%)	132 (41%)	27 (8%)	5 (2%)
Health/Medical	43 (13%)	6 (2%)	2 (1%)	103 (32%)	15 (5%)	154 (47%)
Industrial Arts	48 (15%)	53 (16%)	11 (3%)	97 (30%)	29 (9%)	85 (26%)
Industrial Technology	136 (42%)	30 (9%)	1 (0%)	86 (27%)	18 (6%)	52 (16%)
Family and Consumer	87 (27%)	37 (11%)	2 (1%)	154 (48%)	23 (7%)	20 (6%)
Marketing	64 (20%)	5 (2%)	0 (0%)	78 (24%)	9 (3%)	167 (52%)
Hospitality/Tourism	16 (5%)	1 (0%)	1 (0%)	17 (5%)	2 (1%)	286 (89%)
Entrepreneurship	53 (16%)	1 (0%)	0 (0%)	26 (8%)	2 (1%)	241 (75%)
Special Needs	74 (23%)	3 (1%)	0 (0%)	54 (17%)	16 (5%)	176 (54%)
Specialty	6 (2%)	1 (0%)	0 (0%)	15 (5%)	3 (1%)	298 (92%)
Other	1 (0%)	2 (1%)	0 (0%)	5 (2%)	1 (0%)	314 (97%)

TABLE 14

n = 745

What Are the Most Important Factors Regarding the Future
of Vocational Education Programs and Courses
in Your School or District?

Funding

More funding	154	(21%)
Equipment/facilities	99	(13%)
More state/federal/DPI funding	34	(5%)
More local funding	12	(2%)
Coordinate with other districts	9	(1%)

Image

Communication with public, educators, boards	40	(5%)
Visibility/image of vocational education	35	(5%)
Understanding of vocational education	27	(4%)
Promotion/marketing of vocational education	13	(2%)
National literature	12	(2%)
Students' perceptions of voc-tech ed/value	9	(1%)

Staff

Upgrading staff	84	(11%)
Motivation of staff	49	(7%)
Qualified staff.....	49	(7%)
Leadership	41	(6%)
Staff retirements	5	(1%)
Services of LVEC	5	(1%)
Inservices for counselors	2	(0%)
Inservice for administrators/boards	0	(0%)

TABLE 15

Regional Meetings

October - November, 1989

Location	Participants					Total
	District Adminis- trators	Principals	Department Heads/ Teachers	LVECs/ Vocational Coordinators	Other	
Hayward	2	5	2	13	2	24
Oshkosh	2	6	5	13	2	28
Osseo	1	1	1	17	3	23
Rhineland	2	5	3	6	0	16
Richland Center	7	6	7	15	7	42
West Allis	3	6	18	20	11	58
Total	17 (8.9%)	29 (15.2%)	36 (18.8%)	84 (44.0%)	25 (13.1%)	191

TABLE 14
Continued

n = 745

What Are the Most Important Factors Regarding the Future
of Vocational Education Programs and Courses
in Your School or District?

Curriculum

Change/updating of programs/curriculum	193	(26%)
Changing technology	59	(8%)
Specific plans and goals, priorities (K-12)	47	(6%)
Articulation	38	(5%)
Partnerships/support with business and industry	33	(4%)
Impact of Education for Employment	31	(4%)
Changing educational delivery	12	(2%)
Advisory committee	1	(0%)

Students

Increased graduation requirements	113	(15%)
Understanding student needs	86	(12%)
State mandates/standards	86	(12%)
College admission requirements	78	(10%)
Understanding community needs	34	(5%)
Application of basic skills	23	(3%)
Higher education acceptance of vocational courses	8	(1%)
Increased special needs students	6	(1%)

School Structure

Declining enrollment	133	(18%)
Adjust school day and hours	38	(5%)
Restructure education	9	(1%)
Alternative credit acceptance	6	(1%)
Adjust minimum class size	5	(1%)
Eliminate compulsory education	2	(0%)

TABLE 15

Regional Meetings

October - November, 1989

Location	Participants					Total
	District Adminis- trators	Principals	Department Heads/ Teachers	LVECs/ Vocational Coordinators	Other	
Hayward	2	5	2	13	2	24
Oshkosh	2	6	5	13	2	28
Osseo	1	1	1	17	3	23
Rhineland	2	5	3	6	0	16
Richland Center	7	6	7	15	7	42
West Allis	3	6	18	20	11	58
Total	17 (8.9%)	29 (15.2%)	36 (18.8%)	84 (44.0%)	25 (13.1%)	191

TABLE 16

District Administrators n = 284

School Size and Extent Vocational Education is Meeting Expectations

School Size	Generally Exceed	Generally Meet	Generally Fall Short	Generally Fail	Inconsistent	Other	No Answer
Under 150	2	31	6	1	3	0	0
150 - 299	13	48	4	2	6	1	1
300 - 499	9	36	8	0	9	1	0
500 - 749	5	21	7	0	5	0	0
750 - 999	2	16	1	0	3	0	0
1,000 - 1,499	0	13	1	1	1	0	0
1,500 - 2,499	1	5	3	0	4	0	0
2,500 - 3,999	0	6	1	0	0	0	0
4,000 - Larger	0	5	0	0	0	0	0
No Answer	0	2	0	0	0	0	0
Total	32 (11%)	183 (64%)	31 (11%)	4 (1%)	31 (11%)	2 (1%)	1 (1%)

TABLE 17

Principals n = 323

School Size and Extent Vocational Education is Meeting Expectations

School Size	Generally Exceed	Generally Meet	Generally Fall Short	Generally Fail	Inconsistent	Other	No Answer
Under 150	5	16	8	0	1	1	1
150 - 299	7	60	12	0	8	1	0
300 - 499	8	47	9	0	3	2	0
500 - 749	10	26	5	0	5	0	0
750 - 999	4	18	4	0	1	1	0
1,000 - 1,499	6	16	8	0	5	0	0
1,500 - 2,499	1	12	2	0	4	1	0
2,500 - 3,999	0	0	0	0	0	0	0
4,000 - Larger	0	0	0	0	0	0	0
No Answer	1	2	0	0	1	0	1
Total	42 (13%)	197 (61%)	48 (15%)	0 (0%)	28 (9%)	6 (2%)	2 (1%)

TABLE 18

LVECs n = 138

School Size and Extent Vocational Education is Meeting Expectations

School Size	Generally Exceed	Generally Meet	Generally Fall Short	Generally Fail	Inconsistent	Other	No Answer
Under 150	4	11	1	0	0	0	0
150 - 299	3	14	1	0	3	0	0
300 - 499	4	16	2	0	3	0	0
500 - 749	3	14	1	0	2	0	1
750 - 999	4	12	1	0	0	0	0
1,000 - 1,499	0	13	1	0	0	0	0
1,500 - 2,499	1	9	0	0	0	0	0
2,500 - 3,999	2	3	0	0	1	0	0
4,000 - Larger	1	3	1	0	0	0	0
No Answer	0	3	0	0	0	0	0
Total	22 (16%)	98 (71%)	8 (6%)	0 (0%)	9 (7%)	0 (0%)	1 (1%)

TABLE 19

n = 131

Percent of LVEC Time on Coordination
and Administration of Vocational Education

Percent Time	Total	Serves One School/District	Serves More Than One School/District
Less Than 15 Percent	22 (17%)	22 (19%)	0 (0%)
15 to 29 Percent	22 (17%)	22 (19%)	0 (0%)
30 to 49 Percent	17 (13%)	17 (15%)	0 (0%)
50 to 59 Percent	29 (22%)	28 (25%)	1 (6%)
60 to 69 Percent	5 (4%)	3 (3%)	2 (12%)
70 to 79 Percent	7 (5%)	6 (5%)	1 (6%)
80 to 89 Percent	4 (3%)	1 (1%)	3 (18%)
90 to 99 Percent	2 (2%)	2 (2%)	0 (0%)
100 Percent	22 (17%)	12 (11%)	10 (59%)
No Answer	1 (1%)	1 (1%)	0 (0%)
Total	131 (101%)*	114 (101%)*	17 (101%)*

*Percent may not equal 100 because of rounding.

TABLE 20

n = 284

District Administrators - The Person/Group That is Primarily Responsible for Each of the Duties Listed.

Duties	School Board	District Admin.	Curric. Director	Principal	Voc. Coord./ LVEC	Voc. Dept. Head	Voc. Teacher	Advisory Committee	More Than One	Other Person/ Group	No Answer
Directs the development of goals and objectives of the vocational programs	9 (3%)	18 (6%)	19 (7%)	28(10%)	76(27%)	14 (5%)	31(11%)	5 (2%)	81(29%)	3 (1%)	0 (0%)
Develops and implements needs assessment, program development, promotion, and evaluation	0 (0%)	10 (4%)	19 (7%)	43(15%)	95(33%)	12 (4%)	26 (9%)	4 (1%)	72(25%)	3 (1%)	0 (0%)
Establishes and/or coordinates vocational guidance and counseling	1(.5%)	13 (5%)	13 (5%)	101(36%)	37(13%)	10 (4%)	32(11%)	1(.5%)	46(16%)	30(11%)	0 (0%)
Provides ongoing review of rules, policies, and practices established by the school board and the DPI	3 (1%)	93(33%)	15 (5%)	40(14%)	54(19%)	4 (1%)	9 (3%)	2 (1%)	58(20%)	6 (2%)	0 (0%)
Prepares and administers the budget for vocational programs, facilities and equipment	0 (0%)	73(26%)	1(.5%)	55(19%)	39(14%)	18 (6%)	16 (6%)	1(.5%)	79(28%)	2 (1%)	0 (0%)
Develops proposals for vocational curriculum development, improvement and expansion	0 (0%)	7 (2%)	20 (7%)	24 (8%)	69(24%)	19 (7%)	56(20%)	5 (2%)	81(29%)	3 (1%)	0 (0%)
Supervises vocational education staff	0 (0%)	11 (4%)	3 (1%)	205(72%)	22 (8%)	3 (1%)	0 (0%)	0 (0%)	38(13%)	2 (1%)	0 (0%)
Plans and conducts in-service and staff development programs	0 (0%)	26 (9%)	42(15%)	61(21%)	58(20%)	4 (1%)	3 (1%)	18 (6%)	67(24%)	5 (2%)	0 (0%)
Prepares and submits forms and reports on vocational education to local, state, and federal agencies	0 (0%)	60(21%)	7 (2%)	21 (7%)	126(44%)	7 (2%)	12 (4%)	1(.5%)	42(15%)	7 (2%)	1 (.5%)
Coordinates special programs such as Education for Employment, Children-at-Risk, Job Training Programs	0 (0%)	35(12%)	24 (8%)	81(29%)	59(21%)	1(.5%)	7 (2%)	3 (1%)	66(23%)	7 (2%)	1 (.5%)
Other _____	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	284(100%)

TABLE 21

n = 323

Principals - The Person/Group That is Primarily Responsible for Each of the Duties Listed.

Duties	School Board	District Admin.	Curric. Director	Principal	Voc. Coord./ LVEC	Voc. Dept. Head	Voc. Teacher	Advisory Committee	More Than One	Other Person/ Group	No Answer
Directs the development of goals and objectives of the vocational programs	6 (2%)	11 (3%)	20 (6%)	38(12%)	70(22%)	17 (5%)	34(11%)	7 (2%)	112(35%)	8 (2%)	0 (0%)
Develops and implements needs assessment, program development, promotion, and evaluation	0 (0%)	10 (3%)	13 (4%)	39(12%)	100(31%)	12 (4%)	26 (8%)	7 (2%)	106(33%)	10 (3%)	0 (0%)
Establishes and/or coordinates vocational guidance and counseling	0 (0%)	9 (3%)	15 (5%)	106(33%)	44(14%)	13 (4%)	34(11%)	2 (1%)	55(17%)	45(14%)	0 (0%)
Provides ongoing review of rules, policies, and practices established by the school board and the DPI	2 (1%)	44(14%)	27 (8%)	83(26%)	56(17%)	7 (2%)	5 (2%)	0 (0%)	87(27%)	12 (4%)	0 (0%)
Prepares and administers the budget for vocational programs, facilities and equipment	1 (0%)	48(15%)	2 (1%)	67(21%)	41(13%)	30 (9%)	15 (5%)	0 (0%)	109(34%)	10 (3%)	0 (0%)
Develops proposals for vocational curriculum development, improvement and expansion	0 (0%)	13 (4%)	11 (3%)	34(11%)	62(19%)	28 (9%)	50(15%)	3 (1%)	111(34%)	11 (3%)	0 (0%)
Supervises vocational education staff	1 (0%)	5 (2%)	1 (0%)	246(76%)	20 (6%)	3 (1%)	0 (0%)	0 (0%)	37(11%)	10 (3%)	0 (0%)
Plans and conducts in-service and staff development programs	1 (0%)	28 (9%)	45(14%)	74(23%)	52(16%)	7 (2%)	4 (1%)	11 (3%)	81(25%)	20 (6%)	0 (0%)
Prepares and submits forms and reports on vocational education to local, state, and federal agencies	1 (0%)	42(13%)	4 (1%)	39(12%)	140(43%)	8 (2%)	12 (4%)	1 (0%)	64(20%)	12 (4%)	0 (0%)
Coordinates special programs such as Education for Employment, Children-at-Risk, Job Training Programs	1 (0%)	25 (8%)	27 (8%)	104(32%)	57(18%)	4 (1%)	3 (1%)	2 (1%)	74(23%)	26 (8%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	1 (0%)	2 (1%)	0 (0%)	0 (0%)	4 (1%)	4 (1%)	0 (0%)	312 (97%)

TABLE 22

n = 138

Local Vocational Education Coordinator - The Person/Group That is Primarily Responsible for Each of the Duties Listed.

Duties	School Board	District Admin.	Curric. Director	Principal	Voc. Coord./ LVEC	Voc. Dept. Head	Voc. Teacher	Advisory Committee	More Than One	Other Person/ Group	No Answer
Directs the development of goals and objectives of the vocational programs	2 (1%)	0 (0%)	2 (1%)	4 (3%)	69(50%)	5 (4%)	20(14%)	2 (1%)	34(25%)	0 (0%)	0 (0%)
Develops and implements needs assessment, program development, promotion, and evaluation	0 (0%)	0 (0%)	4 (3%)	3 (2%)	100(72%)	2 (1%)	5 (4%)	0 (0%)	24(17%)	0 (0%)	0 (0%)
Establishes and/or coordinates vocational guidance and counseling	1 (1%)	5 (4%)	13 (9%)	28(20%)	41(30%)	3 (2%)	11 (8%)	0 (0%)	12 (9%)	24(17%)	0 (0%)
Provides ongoing review of rules, policies, and practices established by the school board and the DPI	6 (4%)	32(23%)	9 (7%)	22(16%)	47(34%)	0 (0%)	0 (0%)	0 (0%)	19(14%)	3 (2%)	0 (0%)
Prepares and administers the budget for vocational programs, facilities and equipment	0 (0%)	16(12%)	1 (1%)	21(15%)	41(30%)	12 (9%)	8 (6%)	0 (0%)	37(27%)	2 (1%)	0 (0%)
Develops proposals for vocational curriculum development, improvement and expansion	0 (0%)	2 (1%)	2 (1%)	1 (1%)	86(62%)	3 (2%)	15(11%)	0 (0%)	28(20%)	1 (1%)	0 (0%)
Supervises vocational education staff	0 (0%)	5 (4%)	3 (2%)	72(52%)	34(25%)	0 (0%)	0 (0%)	0 (0%)	24(17%)	0 (0%)	0 (0%)
Plans and conducts in-service and staff development programs	0 (0%)	16(12%)	18(13%)	18(13%)	45(33%)	1 (1%)	0 (0%)	1 (1%)	33(24%)	6 (4%)	0 (0%)
Prepares and submits forms and reports on vocational education to local, state, and federal agencies	0 (0%)	0 (0%)	0 (0%)	1 (1%)	131(95%)	0 (0%)	0 (0%)	0 (0%)	6 (4%)	0 (0%)	0 (0%)
Coordinates special programs such as Education for Employment, Children-at-Risk, Job Training Programs	0 (0%)	9 (7%)	15(11%)	23(17%)	63(46%)	1 (1%)	4 (3%)	0 (0%)	19(14%)	4 (3%)	0 (0%)
Other _____	0 (0%)	0 (0%)	1 (1%)	0 (0%)	2 (1%)	0 (0%)	1 (1%)	0 (0%)	2 (2%)	0 (0%)	132 (95%)

TABLE 23

n = 745

Expected Changes in Vocational Courses - All Respondents

Vocational Areas	Changes in Curriculum/Course Offerings Expected Over Next 5-7 Years					
	Add/Expand	Reduce	Discontinue	Remain Same	Some Change	No Program
Agriculture	143 (19%)	97 (13%)	14 (2%)	237 (32%)	50 (7%)	204 (27%)
Business	306 (41%)	55 (7%)	0 (0%)	303 (41%)	68 (9%)	13 (2%)
Health/Medical	111 (15%)	7 (1%)	6 (1%)	181 (24%)	35 (5%)	405 (54%)
Industrial Arts	106 (14%)	126 (17%)	26 (3%)	194 (26%)	59 (8%)	234 (31%)
Industrial Technology	325 (44%)	62 (8%)	4 (1%)	186 (25%)	49 (7%)	119 (16%)
Family and Consumer	205 (28%)	80 (11%)	5 (1%)	351 (47%)	66 (9%)	38 (5%)
Marketing	134 (18%)	10 (1%)	3 (0%)	175 (23%)	25 (3%)	398 (53%)
Hospitality/Tourism	34 (5%)	1 (0%)	2 (0%)	38 (5%)	2 (0%)	668 (90%)
Entrepreneurship	123 (17%)	1 (0%)	1 (0%)	59 (8%)	13 (2%)	548 (74%)
Special Needs	187 (25%)	6 (1%)	0 (0%)	145 (19%)	48 (6%)	359 (48%)
Specialty	13 (2%)	2 (0%)	0 (0%)	25 (3%)	8 (1%)	697 (94%)
Other	11 (1%)	2 (0%)	0 (0%)	9 (1%)	1 (0%)	719 (97%)

TABLE 24

n = 284

Expected Changes in Vocational Courses - District Administrators

Vocational Areas	Changes in Curriculum/Course Offerings Expected Over Next 5-7 Years					
	Add/Expand	Reduce	Discontinue	Remain Same	Some Change	No Program
Agriculture	44 (15%)	46 (16%)	3 (1%)	93 (33%)	26 (9%)	72 (25%)
Business	112 (39%)	20 (7%)	0 (0%)	117 (41%)	30 (11%)	5 (2%)
Health/Medical	49 (17%)	1 (0%)	1 (0%)	63 (22%)	15 (5%)	155 (54%)
Industrial Arts	44 (15%)	55 (19%)	7 (2%)	83 (29%)	25 (9%)	70 (25%)
Industrial Technology	133 (47%)	18 (6%)	1 (0%)	69 (24%)	21 (7%)	42 (14%)
Family and Consumer	67 (24%)	28 (10%)	1 (0%)	147 (52%)	28 (10%)	13 (5%)
Marketing	45 (16%)	1 (0%)	1 (0%)	64 (23%)	12 (4%)	161 (57%)
Hospitality/Tourism	13 (5%)	0 (0%)	0 (0%)	17 (6%)	0 (0%)	254 (89%)
Entrepreneurship	42 (15%)	0 (0%)	0 (0%)	20 (7%)	6 (2%)	216 (76%)
Special Needs	58 (20%)	1 (0%)	0 (0%)	51 (18%)	18 (6%)	156 (55%)
Specialty	4 (1%)	1 (0%)	0 (0%)	4 (1%)	5 (2%)	270 (95%)
Other	3 (1%)	0 (0%)	0 (0%)	3 (1%)	0 (0%)	278 (98%)

TABLE 25

n = 138

Expected Changes in Vocational Courses - LVEC's

Vocational Areas	Changes in Curriculum/Course Offerings Expected Over Next 5-7 Years					
	Add/Expand	Reduce	Discontinue	Remain Same	Some Change	No Program
Agriculture	35 (25%)	11 (8%)	3 (2%)	39 (28%)	7 (5%)	43 (31%)
Business	61 (44%)	9 (7%)	0 (0%)	54 (39%)	11 (8%)	3 (2%)
Health/Medical	19 (14%)	0 (0%)	3 (2%)	15 (11%)	5 (4%)	96 (70%)
Industrial Arts	14 (10%)	18 (13%)	8 (6%)	14 (10%)	5 (4%)	79 (57%)
Industrial Technology	56 (41%)	14 (10%)	2 (1%)	31 (22%)	10 (7%)	25 (18%)
Family and Consumer	51 (37%)	15 (11%)	2 (1%)	50 (36%)	15 (11%)	5 (4%)
Marketing	25 (18%)	4 (3%)	2 (1%)	33 (24%)	4 (3%)	70 (51%)
Hospitality/Tourism	5 (4%)	0 (0%)	1 (1%)	4 (3%)	0 (0%)	128 (93%)
Entrepreneurship	28 (20%)	0 (0%)	1 (1%)	13 (9%)	5 (4%)	91 (66%)
Special Needs	55 (40%)	2 (1%)	0 (0%)	40 (29%)	14 (10%)	27 (20%)
Specialty	3 (2%)	0 (0%)	0 (0%)	6 (4%)	0 (0%)	129 (93%)
Other	7 (5%)	0 (0%)	0 (0%)	1 (1%)	0 (0%)	130 (94%)

TABLE 26

n = 151

Importance and Priority of Selected Proposals Affecting The Future
of Public School Vocational Education

Importance to Your School and Community		P r o p o s a l	Statewide Priority for Action	
Mean	Rank		Mean	Rank
2.02	6	1. Integrate vocational and academic content and courses throughout the K-12 curriculum.	2.07	8
1.60	1	2. Revise the present vocational education curriculums offered in the in the K-12 schools to reflect the emerging technologies and contemporary needs of youth.	1.63	3
3.18	15	3. Establish for all content areas in the K-12 system performance-based outcomes to be achieved under whatever structure and design deemed appropriate by local educational leadership, and eliminate all course and pattern requirements for grade promotion or high school graduation.	2.99	15
2.53	10	4. Explore, develop and demonstrate the viability of grades 7-14 articulated curriculum patterns between the K-12 and the technical and university centers.	2.30	11
3.05	13	5. Restructure the school day and the school year into periods and time blocks more closely associated with the nature of the content to be taught, the needs of the students and the performance to be achieved.	2.87	14
3.09	14	6. Extend the school year to 210 days, with 200 instructional days and 10 days specifically designated for school directed in-service and staff development for teachers and staff.	2.83	13
2.26	8	7. Provide intensive staff development and improvement in selected technologies for 20 percent of the states K-12 vocational teachers in each of the next five years.	1.95	6
2.71	11	8. Require for principal certification at least one three-credit course in the philosophy, practice, and administration of contemporary vocational education.	2.23	9
2.21	7	9. A person with the leadership qualifications of a local vocational education coordinator should be on the staff of each K-12 school district.	2.05	7

cont'd

TABLE 26 cont'd

n = 151

Importance and Priority of Selected Proposals Affecting The Future
of Public School Vocational Education

Importance to Your School and Community		P r o p o s a l	Statewide Priority for Action	
Mean	Rank		Mean	Rank
3.26	16	10. Local leadership for the planning, development, implementation and assessment of contemporary vocational education should reside primarily with the school principal and, as needed, the help of a specialist such as a local vocational education coordinator.	3.19	16
1.86	2	11. The Department of Public Instruction should continue to have a professional staff that provides leadership in vocational education and consultive service in vocational education to all schools.	1.57	1
1.99	5	12. Establish a weighted state-aid formula that would recognize the excess cost of instructional programs in such areas as the technologies and sciences using extensive laboratories and equipment.	1.78	5
2.32	9	13. Establish with all educators and the public that federal funding for educational programs and activities should be viewed as supplemental and not as base-budget support for targeted programs.	2.08	9
1.911	4	14. The leadership in the Department of Public Instruction, various professional organizations, educator preparation institutions and concerned businesses should combine in communicating the importance and need for relevant and contemporary occupationally-oriented education to K-12 students, parents, school board members, university leadership and the public-at-large.	1.57	2
1.910	3	15. Increase public awareness of the value of school and business partnerships and the impact that relevant and contemporary vocational education has on the economic well-being of the people and the state of Wisconsin.	1.66	4
2.82	12	16. The historical concepts and programs of vocational education should be replaced and the term "applied education" used to designate any program or curriculum that focuses on the occupational application of foundation skills in mathematics, science, communications and economics.	2.54	12

Appendix B

The following are the responses of district administrators (D) to the question "What are the most important factors regarding the future of vocational education programs and courses in your school (district)?" Each response is coded to show the school's enrollment in grades 9-12, the percent of students enrolled in one or more vocational courses, and the number of vocational teachers. For example, the coding D - 350 - 65% - 8 means that the response is from a district administrator with a 9-12 grade enrollment of 350; 65% of the students are enrolled in one or more vocational courses with a staff of 8 vocational teachers.

District Administrators - Grade 9-12 Enrollment - Less than 150

D096 - 107 - 20% - 2

1. Because of our small size, we will need to look toward cooperative programs or contracting with the Wisconsin Board of Vocational, Technical and Adult Education.
2. Students are opting for the college prep curriculum at the expense of the vocational curriculum.
3. Some of the vocational programs are high cost which means they are difficult to justify for small enrollments.
4. Getting instructors in the vocational area motivated to keep curriculum current and geared for the future. Often we are too slow in responding to changing needs and new technology.

D638 - 69 - 50% - 3

With the 20 standards, students are having a hard time scheduling vocational classes. Our vocational numbers have always been small. We need more money to update vocational areas so they conform with Department of Public Instruction guidelines.

D643 - 98 - 90% - 3

Student enrollment.
Up-to-date curriculum.
Funding.

D648 - 137 - 30% - 4.5

Selling the program in a positive way to attract quality students.
Let the students know that there's more to vocational education than making bird houses and pump-handle lamps.

D671 - 114 - 85% - 4

Curriculum planning.
Up-to-date equipment.
Exposure to new technologies.

D672 - 135 - 45% - 3

Can't mandate that students meet all the standards and still find time to take electives in the vocations. People read and hear the national cry . . . foreign language, math, science (academia). These are the key to success and social acceptance; very little on a vocational/technical career.

D673 - 109 - 5-10% - 4

No comment.

D675 - 101 - 95% - 4

No comment.

D682 - 137 - 88% - 4

No comment.

D693 - 55 - 50% - 3

Number of students to properly offer courses.

D707 - 98 - 80% - 4

Meeting the need of teaching new technologies.

D715 - 132 - 60% - 3

Keeping up with technology advances.

D730 - 58 - 20% - 1.75

The needs of society and our area.

The availability of trained and experienced instructors.
School and community resources to provide a quality program.
Written, developmental, long-range goals for our vocational education department.

D732 - 104 - 75% - 3

Four-year college entrance requirements.
Room in curriculum and schedule for non-requirement courses.
Continuation of vocational education funding.
Department of Public Instruction certification of local vocational education coordinators and changes in licenses.

D734 - 87 - 45% - 4

No comment.

D737 - 110 - 90% - 3

MONEY!

D743 - 139 - 60% - 4

The state's certification and philosophy. We have worked very closely with the Wisconsin Board of Vocational, Technical and Adult Education in the development of our curriculum. It seems to differ slightly from the Department of Public Instruction and UW-Stout.

D762 - 94 - no answer - 3.5

1. Enrollment.
2. State requirements.

D767 - 136 - 70% - 4

Low enrollment, probably caused by state mandates in other academic areas. This is creating a higher per student cost and is a big concern. The enrollment will start going up in a couple of years but the next three years are critical.

Technology education is a big concern. If we could teach basics and encourage students to go to technical schools, we might be more efficient. However, state mandates may require higher standards, and "parent choice" will cause students to attend larger systems with better offerings.

D799 - 99 - 70% - 3

We are working on consolidation between the (names of cities withheld) District and the (names of cities withheld) Districts. This will greatly enhance and expand our curriculum offerings in vocational education.

D811 - 60 - 33% - .75

We are limited in enrollment.

D818 - 79 - no answer - 6.5

No comment.

D830 - 84 - 25% - 2.83

Student enrollment.

D837 - 138 - no answer - 5

Cost; program needs - i.e., do these courses really make a difference in terms of future employment, etc.?

D846 - 100 - 20% - 3.265

The high school curriculum should be exploratory in nature. Students should have the opportunity to learn basic work skills in a variety of vocationally-related fields. Post-high school training should be selected for greater specialization. High school vocational training should not attempt to specialize. Neither high school budgets, nor curriculums, will be able to keep pace with improvements and changes at the cutting edge of industrial and technological occupations.

Students should be encouraged to take post-high school training rather than accept the data and arguments some would expound that many students do not go for training beyond high school, so high schools must make students more job prepared. Must high schools accept that because the dropout rate is increasing, the curriculum of 12th grade should be taught at a younger age? NO! The correlation is the same.

Furthermore, (name of city withheld) area employers have repeatedly stressed the needs of good basic skills in math, science and English. It is their intention to retrain incoming employees to their equipment and expectations which are always changing.

D849 - 127 - 30% - 4

Having enough students to sign up for the courses. Required college courses for have hurt the vocational areas of

concern.

D855 - 113 - 90% - 4

Vocational programs will have to reflect the reality of the world of work. Agricultural programs based on production agriculture, home economic programs emphasizing cooking and sewing, and wood shop are dead. Programs need to focus on applied academics and the application of technology to the world of work. The programs need to excite kids, not just have the reputation of an easy grade for the "dirt balls."

D859 - 115 - no answer - 4.5

Funding.

D866 - 108 - 81% - 4

No comment.

D867 - 103 - 45% - 3

Vocational areas are fighting for their lives. Reasons:

1. Mandates are taking electives away from students.
2. Reduced enrollments.
3. New technology has created problems in education.
 - a. Some teachers are confused because they do not know what equipment to buy or what areas to teach. Many vocational area teachers will have to go back to school for educational updates.
 - b. Many students are confused about career choices since no one can tell them what their future career choices are.

D881 - 104 - 30% - 3

The 20 standards; too much demand for the academics; too little time for vocational.

D897 - 80 - 60% - 3

I do not see the possibility of expansion in this district. It would be a positive move if all schools in the county could co-op a combined vocational program at one locality.

D900 - 108 - 95% - 3.6

1. Finances.
2. Possible loss of our family and consumer education program due to lack of student interest.

D911 - 138 - 70% - 3.5

Funding.

D916 - 65 - 100% - 3

Our district has high credit requirements (26 credits) for graduation. Many students are choosing computer/foreign language/fine arts courses for their elective.

The industrial arts/technology courses have been lost due to lack of enrollment, while the family and consumer education courses have increased.

Major factors which contribute to the decline in vocational work are small student populations and other more attractive electives.

D918 - 125 - 20% - 5.5

The district needs to update its programs. The industrial arts, agriculture and home economics departments are not progressing. The programs need allocation of resources in time, money and staff.

The facilities are not adequate and career programs do not meet the needs of noncollege-bound students.

D932 - 95 - 50% - 3 people, 2.4 FTE

Enrollment in some classes.

Staff reduction (time).

Each vocational education person now has other duties (i.e., hot lunch and drivers education).

D945 - 80 - 55% - 2

No comment.

D960 - 90 - 60% - 3

Developing and altering programs to best meet the needs of our students.

Spending more time on curriculum development and doing internal/external assessment.

D984 - 143 - 64-65% - 3

No comment.

District Administrators - Grade 9-12 Enrollment - 150-299

D080 - 175 - no answer - 3.62
No comment.

D092 - 272 - 80% - 6.5
1. Changing technologic channeling of students to business/industry.
2. Staff certification - new regulations will make it difficult to secure qualified teachers.
3. Declining enrollment in general - in vocational education in particular.

D094 - 240 - 40% - 4
Meeting the Education for Employment mandate in a meaningful way.

D637 - 150 - 60-70% - 4
No comment.

D640 - 133 - 25% - 2.5
Staff development - how are educators preparing the students for a productive and satisfying life during these changing times? Will the students be up to new challenges?

D641 - 168 - 70% - 4
No comment.

D644 - 170 - 37% - 3.5
Should be mandated. They fall short in enrollment in the shadow of four years English, foreign language, and other graduation standards.
Then dollars - but not just dollars alone since dollars don't make commitment. We tried that during the heydays of vocational education and the local vocational education coordinator - I don't think much is going to change as long as state and national leaders come from academia and the ivy leagues. They see their educational background as most appropriate.

D645 - 180 - 30% - 2
The increasing mandates from the Department of Public Instruction have caused a reduction in our vocational program.

D650 - 170 - 75-80% - 5
1. Cooperation between districts.
2. Two-way educational T.V. (name of cities withheld).
3. Cooperation with the Wisconsin Board of Vocational, Technical and Adult Education (names of cities withheld).
4. And number one is money, and where it's going to come from. The property tax is to the limit.

D653 - 260 - 55% - 5
Cost of implementing the high technology courses.
Emphasis shifting from the traditional vocational shop courses to the high technology, math, and science courses.
Problem of in-service education to upgrade the technical knowledge of instructors.
A new school but crowded physical plant.

D654 - 194 - 71% - 4.63
1. Development or modification of vocational courses to meet current and future needs of students and requirements of Wisconsin educational standards.
2. Expertise as to the direction(s) to pursue.
3. Leadership to carry out #1 above.
4. In-servicing of vocational staff to carry out curriculum development and the associated teaching of the new curriculum.

D658 - 241 - 85% - 6
Teachers currently assigned to vocational programs have 30, 28, 26, 20, 16, 10 years of experience. Their resistance to changing traditional programs has been discouraging. I believe this problem will continue to be a severe obstacle to this district until these "resistant-to-change" teachers are either forced out or opt to retire.

D666 - 245 - 30% - 6
With our reduced enrollment and mandating of more academic courses, our vocational enrollments have been reduced. This will affect our programs in the future. The updating of courses for today's technical work world is also a factor!

D667 - 220 - 60% - 4

No comment.

D668 - 206 - 65-70% - 4.5

Technology education has evolved to the point that it has almost become a program for gifted and talented students (with its robotics, computer-aided drafting, digital logic, etc.) - and we have lost the "hands-on," nonacademic courses that used to attract (and retain) marginal male students. We have little left to offer that segment (3-7%) of the non-postsecondary school-bound students!

It's also very expensive to keep current with the technology/equipment required to maintain state of the art technology education programs.

It's generally very difficult to keep agricultural programs alive - even with top notch teachers, a state of the art curriculum and excellent facilities!

D670 - 186 - 0 - 4

There is high interest in business education and home economics but declining (little) interest in industrial arts and agriculture.

D678 - 168 - 20% - 4

Lack of articulation with technical college systems. New names (old content!); staff and equipment both need retreading, i.e., retooling.

Ridiculous Department of Public Instruction regulations on certification and delivery systems. Need some pilot programs and reeducation of rules and regulations, not necessarily more money.

Ridiculous Carl Perkins funding levels, and requirements to obtain, not worth the effort.

Why local vocational education coordinators in order to obtain funds? Review and revise their roles.

D679 - 175 - 85% - 5

No comment.

D683 - 270 - 45% - 5

No comment.

D686 - 240 - 20% - 4

Future of careers in the field.

D690 - 245 - 60% - 4.6

Focus of vocational education is changing with career/education demands of college prep and vocational education appearing to merge. Kids seem to want both exploratory and career track! I don't feel we can stay current with career track with content changes.

D692 - 220 - no answer - 5

We are working through our local vocational education coordinator (LVEC) to introduce advanced technology suitable to train students for entry into the job market - as well as career awareness. We are also promoting co-op programs to make low enrollment courses feasible - and in order to attract top-notch instructors. As the state continues to mandate, we need to be sure that vocational programs are included and funded. Local LVECs and school districts in co-op programs need help from the Department of Public Instruction in making allowances for transportation costs and time out of regularly scheduled classes.

D681 - 250 - 50% - 4

State requirements for graduation have caused students who normally would take an elective vocational class to have to take a required course instead.

D702 - 155 - 56% - 4

No comment.

D709 - 170 - 50-75% - no answer

No comment.

D710 - 170 - 30% - 4

Continuing to change and keep up with technology.

D713 - 210 - 30% - 4.5

Business education is strong and growing due to computers, teachers aware of current issues, and programs. Agriculture education is holding steady. Home economics and industrial arts are falling behind in programs, courses and enrollments because staff has resisted efforts or lacked initiative to change. The changing world of work,

manufacturing to service industries, has made many courses obsolete or nothing more than a hobby development. Using vocational teachers to develop basic skills is not appropriate as they are not trained to do this.

D714 - 200 - no answer - 3

No comment.

D722 - 157 - 60% - 2

We want our vocational education programs to grow. Great things have taken place. We believe in continuing support of an excellent vocational program at (name of city withheld).

D723 - 275 - no answer - 3

No comment.

D724 - 180 - 40-50% - 4

Whether our taxpayers will allow continued funding of the relatively expensive vocational technology courses.

Are we going to get help in the vocational technology area through distance learning - like ITFS and other telecommunications media?

Will federal funds become available as incentives to expand our programs?

Will privatization become more available?

D733 - 270 - 30% - 5

Vocational education programs will continue to attract fewer students unless graduation requirements are lessened or changed somewhat. There is no room in a student's schedule anymore for more than one area of elective study - vocational education, art, or music.

D736 - 260 - 30% - 3

Update of facilities to implement new curriculum.

D746 - 200 - 77 1/2% - 5.5

1. Continued vocational leadership - local vocational education coordinator.

2. Continued and/or increased funding from federal government.

3. Continued commitment to total scope of population (i.e., working with at-risk and special needs students).

4. Continuation of resources to in-service staff.

5. Staff internalization and commitment to new curricular issues in vocational education.

6. The efficacy of vocational education in a time where the reform papers are suggesting that "back to the basics" is the more laudable direction.

D749 - 195 - 30% - 4

Financial limitations.

Staff limitations/availability.

D751 - 226 - 60-70% - 3

No comment.

D752 - 239 - 65% - 43

No comment.

D759 - 265 - 25% - 2.9 FTE

No comment.

D761 - 208 - 75% - 5.5

1. A concentrated focus on what is to be accomplished.

2. Resources to provide latest technology.

3. Continued staff in-service.

4. Consensus on the place of vocational education as preparation for the education.

D763 - 193 - 35% - 4.25

1. Student elective selection.

2. Number of students electing vocational/technology classes.

3. Staff selection/recruitment for less than FTE (full-time employee) positions.

4. Financial ability to offer courses to fewer students.

5. Parent and community involvement in guiding student selection of major studies.

D764 - 150 - 50% - 3

Our business education department is adequate; our family and consumer education is very good. Our industrial arts program is pathetic; the instructor is 62 years old and hasn't been back to school for 40 years. All he can really teach is woods.

D765 - 845 - no answer - 5.5

No comment.

D769 - 230 - 30% - 5

No comment.

D772 - 160 - 78% - 4.125

No comment.

D787 - 189 - 100% - 28

Every course we teach in our school is related to some aspect of the world of work; we want to prepare our students so they can pursue a wide number of options later on in life. We feel that we cannot prepare young people for specific jobs anymore due to the rapid changes taking place in our society. Our present attitude is that sophisticated, high technology offerings can best be taken in a post-high school setting.

D790 - 266 - 64.66% - 5.75

1. The continuation of an eight-period day which provides the opportunity for students to take elective courses including vocational courses.
2. State and federal funding must be increased to allow us to even maintain the level of vocational programming we now offer. Without an increase in state and federal funding, our vocational programs will definitely slide.

D792 - 205 - 60% - 4

What should our courses attempt to cover?

How comprehensive can our school be, given our size and financial resources?

Do we need more emphasis on courses/programs leading to entry-level jobs?

D794 - 224 - 71% - 5

No comment.

D802 - 165 - 75% - 3.5

Transition to technology education (and if it is worthwhile to do).

D802 - 165 - no answer - 3.5

Needs of students; available funds.

D805 - 160 - 50% - 4

No comment.

D807 - 277 - 89 - 2

Financing; meeting needs of students/employers.

D819 - 275 - 35% - 6

The increased graduation requirements have an impact on enrollments in vocational programs. If enrollments fall, I'm afraid quality will also suffer and the downward spiral begins. We need to find some way to meet the important and necessary graduation requirements and still have strong, viable, vocational programs in high schools of our size. One small measure we have used - moving from a seven-period to eight-period day. Perhaps we need to offer more semester courses and try to pack more into 18 weeks. Individual schools may want to allow x number of years of a vocational course to equal a science credit, etc., but that should be done on an individual school basis. I am an ex-agricultural teacher - I know what can be done, but a generally accepted trade-off would scare me a little.

D820 - 280 - no answer - 4.7

Student enrollments due to expanded graduation requirements. Required classes are taking away from electives.

D828 - 235 - 60% - 5

Be sure our curriculum reflects the ever-changing technology. Our students must be prepared to meet the challenges that the business world will place upon them as they graduate from our high school.

D833 - 170 - 75% - 4

Finances.

D841 - 230 - 40% - 5

1. Maintaining enrollment - due to increased credit requirements.
2. Weak board support.

D842 - 195 - no answer - 5.5

1. Increased graduation requirements, which result from state mandates, have limited the number of students who are able to enroll in vocational education classes.
2. Requirements for reporting, and local vocational education coordinator (LVEC) costs, have caused this district to discontinue participation in federally-supported vocational programs. Changes in reporting and LVEC requirements which would allow local districts to receive federal revenues with a lesser expense, would benefit vocational programs in many districts in the state of Wisconsin.

D843 - 240 - 81% - 4.5

1. Funding available to sustain special needs programs.
2. Time for students to enroll in vocational courses when graduation standards take up many credits.
3. Strict licensing prohibits small schools from adding single sections of courses necessary to complete curriculum or to initiate Education for Employment.

Note: About five years ago we worked on a project with UW-Stout. This project generated many vocational changes which are either in place or are going into place next year.

D847 - 280 - 70% - 5

1. Funding.
2. Funding.
3. Funding.
4. Enrollment stability, if not an increase.

D862 - 270 - 100% - 4.25 + local vocational education coordinator

1. The teachers' grasp of technology and willingness to embrace same in their curriculum update.
2. Of the upper half of our graduating class, the most duplication in career choice is five of the 35 attending the same college and three choosing the same general career. The same for the lower half is projected. A school district cannot hope to provide job entry skills for such a diversified group. Vocational education, like general education, must edify the core area skills required for career futures and give focus to these needs, rather than discrete subject/vocational areas, i.e., agriculture, wood, power, etc.
3. Vocational program costs are approximately the same as the average cost per student of the district's total costs. However, our students are selecting other electives in increasing numbers.

D864 - 150 - 45% - 3.5

Student interest.

D871 - 246 - 85-90% - 6

The changing of state-mandated graduation standards. If they continue to be changed - i.e., specific courses required - it could destroy our vocational program.

D876 - 200 - 65-70% - 5

1. To get family and consumer areas to "modernize their curriculum."
2. To get all vocational teachers to spend more time on employability skills.

D884 - 187 - 24% - 4

Numbers . . .

D888 - 246 - 37% - 3.66

The most critical factor will continue to be the national role that vocational education will play in a comprehensive high school curriculum. It suffered under Secretary Bennett.

D891 - 249 - 80% - 4.5

The vocational courses will continue to struggle with attracting student interest.

D892 - 207 - 40% - 6.12

1. Cost.
2. Teacher effectiveness/organization.
3. Value as perceived by students.

D895 - 237 - 55% - 5.5

No comment.

D969 - 274 - 40% - 5.5

Keep student interest in vocational courses so that we have enough enrollment to justify the courses.

D971 - 290 - no answer - 5

No comment.

D979 - 160 - 85% - 3

1. What effect will mandated courses have on the enrollment in vocational classes in the future?
2. What is the best way to introduce technology education courses/concepts into the present industrial arts department?
3. What research supports the introduction of technology education?

D983 - 190 - 65% - 4.875

The main issue will be the financing of expanded/updated technology programs. During the past few years we have done much to make improvements vis-a-vis the latest technology. However, for a small school district to implement changes as quickly as they are needed has been difficult. We will get there . . . it will just take a little longer. In the meantime, patience and understanding is needed by students, teachers, board and community.

D986 - 285 - 20% - 7

School building facilities.

D994 - 295 - 75% - 3.25

Cost of providing courses that are technologically current.

Conflict between large numbers of required courses and the resultant minimal time for vocational education courses, which are elective.

D998 - 214 - 45% - 5.25

The 20 standards that were passed by the state legislature are having a definite impact on vocational education. Students are taking additional classes in math, science, foreign language, etc. Now there is a move to provide more of the arts in the curriculum and I am very concerned that if this goes through, the vocational area will be hurting even more. With declining enrollments, we have to reduce vocational staff to part-time status and that makes it very difficult to retain staff in a rural area.

District Administrators - Grade 9-12 Enrollment - 300-499

D079 - 400 - no answer - no answer

No comment.

D081 - 337 - 60% - 7.5

1. Funding of staff and equipment.
2. Providing courses that are relevant enough to attract students.
3. Getting teachers to reexamine their curriculum, teaching methods and course content to meet the needs of the contemporary student.

D082 - 390 - 75% - 5

Curriculum; financial support; availability of student time.

D088 - 370 - 35% - 5

1. Competition between academic electives, required courses and vocational electives for enrollment.
2. Cost of delivery.
3. Time in school day/year.

D097 - 330 - 10% - 5

The greatest problem facing our program is the limitation of availability of courses. Due to increased graduation requirements, many students are not able to take vocational courses as they have in the past.

D649 - 436 - 83% - 6

I think the concept of vocational education is outdated. All courses are vocational education. It is time that our curriculum be interfused into one curriculum instead of thinking of vocational education as a separate entity. It is unrealistic to think that a student can be prepared for a specific job, or should be, without further training or specialization. The jobs that they can get without further training are general in nature and require a general education in the basics.

D651 - 405 - 25% - 7

Curriculum development.
Education leadership.
Coordination with other districts.
Long-range planning.

D656 - 337 - 86% - 4.3

Additional federal funding, without so much paperwork, must be available for vocational equipment, or vocational offerings will decline. The release time requirements for a local vocational education coordinator are just plain stupid.

Businesses cannot keep up with technology. Without financial help, schools cannot even think of keeping up with new equipment. My philosophy has changed. I now feel the schools should make sure students have the basic skills of math, science, English, and critical thinking. The actual vocational training would then be done in postsecondary vocational schools.

D662 - 380 - 70% - 5

Credit equivalency.

D665 - 444 - no answer - 4

Enrollment must increase to avoid a cut in programs.

D665 - 475 - 60% - 8

1. Enrollment.
2. New standards and high school graduation requirements have cut into time allowed for vocational students.
3. Need to change from industrial arts to industrial technology.

D676 - 330 - 30% - 4.2

Money for equipment/shops/teachers.
Too many areas, so we need to consolidate efforts locally and concentrate on basics.

D688 - 300 - 80% - 5

The willingness of existing staff to move away from traditional vocational education toward technology education. This has been a problem.

D689 - 325 - 100% - 5 1/3

1. Change vocational education image in the community and school.
2. Continue to update curriculum, resources and equipment.
3. Implement up-to-date instructional strategies within the vocational education classes - thinking skills, cooperative learning.
4. Continue the scramble of making curriculum relevant to the everyday world.

D691 - 396 - 58.2% - 6.5

No comment.

D694 - 375 - 70% - 8

1. Continued support from the Department of Public Instruction through spending sources and leadership.
2. Continue our staff development process to upgrade programs as we have been doing, and broaden curriculum areas to include more theory and application procedures to implement a blend of academic and vocational subjects.
3. Articulation procedures should be continued, with more support and better course offerings for relevant staff development through the UW System.
4. Vocational education could be a requirement for graduation; or a blend of math, science, technology, agriculture, bioscience, home economics, social studies, and living skills. Attention must also be given to academic areas, in order to upgrade and integrate all subjects.

D696 - 350 - no answer - 3

No comment.

D698 - 425 - 15% - 9

1. Agriculture - probably on the way out as the enrollment is very low.
2. High cost of equipment which needs to be replaced and updated.
3. The rapidly changing business education and home economics curriculums. Teachers need to keep updated.
4. Constant state and federal mandates which are costly and not funded.

D711 - 441 - 65% - 6.5

Staff development to make changes or meet changing demands of the vocational education field.

D716 - 475 - 30% - 8.5

The ability or inability to maintain pace with changing technology and job markets.
Program costs and where funding will come from.

D720 - 380 - unknown - 3

Some state funding would be appreciated.

D726 - 360 - 55% - 3

1. Funding.
2. Space needs.
3. Staff development.

D739 - 450 - 60% - 8

No comment.

D742 - 449 - no answer - 7

The need to meet technological demands of our work force. The costs to incorporate are high, so a lot of planning is necessary.

D744 - 300 - 50% - 6.5

We need expertise as we have no local vocational education coordinator.

D753 - 446 - 60% - 2

Coordination with the Wisconsin Board of Vocational, Technical and Adult Education.
Coordination with employers.
Sharing ideas and programs with other schools.

D766 - 397 - 40% - 7.5

No comment.

D768 - 319 - 48% - 4.3

No comment.

D780 - 458 - 36% - 5

No comment.

D782 - 334 - 70% - 5.5

Enthusiastic teachers.
Constant update of curriculum.

D783 - 315 - no answer - 5.4

Enrollment decline in district.
Budget restriction (cost controls).

D788 - 498 - 33% - 5.5

No comment.

D791 - 300 - 50% - 5

No comment.

D801 - 350 - 15% - 9

1. The impact of required academic courses on students available to elect vocational courses.
2. The ability to keep vocational staff and programs in line with contemporary needs.

D804 - 410 - 50% - 5.5

1. Financing.
2. Facilities.
3. Adequately trained staff.
4. Program duplication with technical schools.

D808 - 405 - 60% - 10

Refining the development of the technology education and family and consumer (home education) areas. Currently we need to review staffing and if a reduction may occur in home education and technology education departments.
We lack a local vocational education coordinator and therefore don't have a coordinated focus for vocational area.

The teachers are very active in area school (name of city withheld) consortiums and are up-to-date. Enrollment has been declining lately and that must be dealt with.

D815 - 568 - 82% - 8

1. Student time.
2. New state requirements.
3. Local budgets.
4. Being able to keep our programs up-to-date with the world of work.

D817 - 300 - 60% - 6

1. I believe the adoption of the state's graduation standards has had, and will continue to have, a major impact on the number of students who are available to take vocational classes. Also, the entrance requirements of the University System are starting to have an effect on what classes students are taking.
2. The level of financial support provided to school districts by the state will have a tremendous impact on the future of vocational education programs. If school districts are not provided with sufficient funding to provide staff and equipment, students will lose interest and will go in another direction.
3. Vocational teachers presently in the field must become more flexible and must work to constantly update their curriculums. If they fail to do this, student interest will again decline.

D823 - 320 - 30% - 6

No comment.

D824 - 382 - 64% - 5.5

No comment.

D832 - 485 - 60% - 5.5

Retraining our staff so we can change the focus of our total program.

D834 - 440 - 20% - 5

1. Money to develop program.
2. Scheduling to meet Department of Public Instruction graduation requirements and having time available for students to take vocational courses.

D835 - 369 - 75% - 6

1. Adaptability for change in all vocational areas.
2. Flexibility; curriculum modifications.
3. Availability of work experience stations in a "high employment area."
4. Avoidance of a narrow, provincial focus.

D840 - 320 - 60% - 5

Funding is major problem because most vocational program equipment is expensive.

D844 - 490 - 50% - 5

I am encouraged by efforts in Education for Employment. Financial implications on program expansion are increasingly problematic. Paperwork on federal programs is unrealistic. Business/school partnerships will be a necessity.

D856 - 460 - 60% - 7

The future of vocational education programs in the (name of city withheld) School District depends on having a local vocational education coordinator (LVEC) that can give leadership and direction to our programs. We currently have that type of LVEC and have made good progress.

D863 - 300 - 60% - 5

Course content that is contemporary and updated. Teaching yesterday's facts and using yesterday's methods is the fastest way to kill any program. Entrenched unwillingness to change in the agricultural programs I've seen is hurting an area, I view, as vitally important to the state.

D865 - 310 - 20% - 2.25

1. Retraining staff - required to return in discipline every three to five years.
2. Curriculum development stressing technology and exposure, not training.
3. Coeducational integration of technology in curriculum.
4. Student-centered technology courses.
5. Business/technology integration and cooperation to insure current information.
6. Staff development and awareness of community needs and industry through ongoing training.

D875 - 466 - 72% - 9

Enrollment is down at a time when much has been invested in the department. How much further can the district afford to go?

Academic requirements, state and university, cause students and their parents to struggle even more regarding course choices.

D882 - 380 - 50% - 4

Creativity and professional effectiveness of staff in maintaining/expanding enrollment. It's a competitive world in getting students.

D893 - 420 - 25% - 6

Imaginative programming, improved instruction, improved funding (both local and state/federal), greater student interest, and improved publicity.

D894 - 334 - 33% - 5.5

What skills would be needed by job-seekers in the next five-ten-twenty or more years?

D896 - 370 - 48% - 5.5 FTEs

The question is difficult to answer because we have one of the most exciting, up-to-date vocational programs in the state. Consequently, we have no concerns about the programs offered. It is true, however, that an extraordinary amount of time, energy, and resources are invested to insure that district programs remain at the cutting edge of vocational curriculum throughout the state.

D902 - 350 - 60% - 6 1/3

1. The ability to integrate new technology into the existing programs.
2. The ability to promote improved work attitudes, and other socialization skills necessary for the world of work.
3. The ability to respond to changing needs in the local work force.

D904 - 360 - 60% - 8

No comment.

D908 - 381 - 63% - 9

Declining enrollment.

D910 - 320 - 52% - 7

Due to the 20 state standards, we are losing members in the vocational areas. Our school only has 320 students - to make vocational education classes affordable will be to share programs with neighboring schools or area technical colleges.

D912 - 368 - 74% - 6.8

Meaningful articulation projects on co-enrollments with (name withheld) Technical College. (Name withheld) is rapidly bringing our counties out of the dark ages of noncooperation common under his predecessor.

D941 - 383 - 75% - 5.8 FTE

1. Space needs.
2. Updated curriculum.
3. Purchasing of new equipment with limited budget.

D936 - 374 - 35% - 3

Enrollment; teacher effort in promoting offerings.

D965 - 335 - 5% - 3

No comment.

D976 - 389 - 50% - 7 FTEs

Keeping up with the employment needs of the district.

D980 - 448 - 85% (guess) - 40.4

Continued funding for curriculum development and updating of equipment to meet the technological changes. More integration of vocational and academic curricular areas.

D993 - 379 - uncertain - 6.7

The curriculum must reflect expectations of employees.

District Administrators - Grade 9-12 Enrollment - 500-749

D083 - 660 - 25% - 5

Since more students every year are choosing not to go beyond high school formally, it requires preparation for immediate employment.

D087 - 721 - 65% - 5

Financial.

D095 - 585 - 25% - 8

For industrial technology our facilities are terrible. We need better places to work or we won't be able to do anything.

We have to look at an eight-period day. Our graduation requirements are quite high and students have difficulty enrolling in these classes.

D652 - 580 - 15-20% - 8.5

The relationship of the courses to the needs of workers that will be entering the work force in the year 2000.

D704 - 683 - no answer - no answer

Trying to keep a balance between required courses needed for graduation and/or college entrance. Students are taking more math, foreign language, science, English, arts. They lack time to fit in so-called "vocational courses" - I believe we do a disservice by labeling courses "vocational."

D705 - 560 - 20% - 3

State mandates and higher education admission requirements dictate that students take academic courses and do not have time for vocational electives.

D708 - 650 - 35% - 7

Maintaining the positive status that vocational education currently enjoys in the overall program. Developing close liaisons with postsecondary vocational education. Keeping up with rapidly developing areas, realizing we can't do it all, but desiring to do a quality job in those areas which we include. Keeping vocational education courses available to a broader spectrum of students in light of the ever-increasing demands placed upon students to select other courses. The high cost of space and equipment, and the corresponding lack of support of a categorical nature for vocational education.

D757 - 725 - not sure - 13.5

No comment.

D779 - 700 - 25% - 9

1. Maintaining sufficient student enrollment in these programs.
2. Working more closely with the community and local industry.

D796 - 683 - 73% - 11

Education for Employment Implementation.

K-12 integrate.

Involve all teachers/students.

Form partnerships.

Staff development.

Teacher's attitude, responsibility, self control, etc.

Funding.

Technology.

D800 - 500 - 30% - 9

Balance production with technology.

D806 - 551 - 40% - 10.1 FTE

Need to supplement with state funds, without local vocational education coordinator services.

Need to expand/coordinate role with the Wisconsin Board of Vocational, Technical and Adult Education.

D814 - 660 - 30% - 6.2

Emphasis on college prep is driving students away.

D825 - 565 - no answer - 10

That we continue to grow and evolve.

D829 - 644 - 40% - 8.5

High technology vocational education - what role should high school play?

Local vocational education coordinator time not available (difficult for small schools); emphasis on career counseling increasing; reduced numbers participating, due to higher college entrance and vocational technical school requirements.

D836 - 690 - 18% - 7.8

1. Concern over duplication with the Wisconsin Board of Vocational, Technical and Adult Education (VTAE) system. We can't be a mini-training school for that system, but if we don't, our students are behind when they enter the system.

2. Academic mandates reduce the periods available for vocational education.

3. The cost of equipment to introduce new technology. School budgets are already tight.

4. Veteran teachers with 20-30 years experience are reluctant to change their style and introduce new technology.

5. The need for cooperation between the public high schools, VTAE schools, and industry and business.

D838 - 661 - 65% - 9.17

High cost of equipment.

Adequately trained and prepared staff.

Program demands of nonvocational areas and the declining student numbers requesting vocational programming.

D853 - 550 - 75% - 10

1. Technology education.

2. Go away from production agriculture.

D854 - 700 - 40% - 14

State mandates.

Student interest/enrollment.

Budget.

Staffing (with quality teachers).

D858 - 550 - 25% - 8

Funding; facilities; changes in society's needs; coordination with the Wisconsin Board of Vocational, Technical and Adult Education/the Department of Public Instruction/colleges and universities/problem students/business.

D872 - 650 - 40% - 10

Responding to the need for increased financial resources to obtain a reasonable level of technological literacy.

Meeting the expanding needs of the noncollege-bound student.

Meeting the expanding needs of special education students.

Determining the role of vocational education in relation to post K-12 vocational education.

D879 - 720 - 30% - 12

The development of an eight-period day allows students to take additional vocational classes.

D880 - 510 - 30% - 8.5

Getting student enrollment up. Most programs are threatened by low enrollments - must get rid of the dinosaur curriculum in vocational education and get "with it."

D889 - 682 - 50% - no answer

Definition of vocational education; redesign of courses; relationship to Education for Employment.

D903 - 504 - 79% - 10

Mandates of foreign language, math, science, English and increased graduation requirements are depleting the numbers that we need to participate in a valuable high technology education program.

D923 - 525 - 80% - 7.2

Funding for the new equipment which will eventually be needed is a prime concern. The equipment is costly and becomes very difficult for a district to support without additional, outside help.

One of our concerns has been the fact that the Carl Perkins Vocational Education Act is really a special needs act, not a vocational education act. The only significant amount of money that we are receiving goes for special education or low ability youngsters. Our true vocational education students receive very little.

D933 - 588 - 33 1/3% - 7

Graduation requirements/elective courses.

D935 - 630 - 55% - 10

1. That the emphasis is changing and equipment is very expensive.
2. Getting a handle on the "right" direction in "technology education" seems to be difficult.

D938 - 579 - 45-50% - 5

What is our district goal concerning this area? What does the community want in this area? Where should we be going? What percent should we be expanding in this area?

D947 - 730 - 35% - 13

Can the resident staff, working in secure jobs on programs developed in the 60s, change to meet the needs of the 90s and beyond. The field is changing faster than the teachers.

D952 - 545 - 20% - 5

Student interest in taking courses offered. The eight-period day might help but it is difficult to negotiate.

D953 - 650 - 75% - 9

1. Adjusting curriculum to meet the needs of a rapidly changing society.
2. Cost of implementing programs.
3. Qualified staffing to deliver new course offerings.

D961 - 625 - 85% - 4.5

No comment.

D962 - 502 - 77% - 3

To develop a sense of mission and some enthusiasm to change. Staff has been too complacent!

D967 - 740 - 50% - 10

1. Keeping up with equipment purchase to stay current!
2. Technology education program development.
3. Utilization of present technology education space.
4. Student requirements that take them into other required programs.

D972 - 593 - 45% - 7

1. Money.
2. Updating to meet needs of the students.
3. Eight-period day to allow more time for electives.
4. Teacher retraining to update curriculum.
5. Teacher willingness to retrain.

D981 - 585 - 90% - 12

The direct correlation of rising property taxes and reduction of students will have the biggest impact on our vocational department.

District Administrators - Grade 9-12 Enrollment - 750-999

D089 - 763 - 30% - 7

Support of business/industry.

Mandates - graduation requirements which keep kids from taking vocational education courses.

Unreasonable requirement to include a local vocational education coordinator in many funding programs. Liken it to having a coal tender on an all electric train (creating a future for kids or preserving a position of the past?)!

D091 - 922 - 1323 student selections - 9.5

The need to have the vocational teachers become the advocate for their programs.

D646 - 834 - includes prevocational courses leading to the actual vocational courses - 7

Cost; funding; keeping the programs current; staff levels.

D677 - 867 - 60% - 14

1. Graduation requirements.
2. How four-year University System structures entry requirements.
3. Fiscal - inability to keep up to changing technology and lack of resources.

D700 - 868 - 70% - 9

No comment.

D738 - 980 - 90% - 13

Articulation with the Wisconsin Board of Vocational, Technical and Adult Education system.
Meet standard of Education for Employment.
Abilities of teachers to provide relevant programming.

D774 - 915 - 10% - 9

Student enrollment.

D776 - 886 - 50-60% - 7

Vocational education is being adversely affected by minimal graduation requirements, national norms in college preparation, and insufficient direction from within vocational departments. We cannot just put the blame in these areas while trying to resist updating of vocational programs. Dual credit for vocational courses and graduation credits should be pursued. Updated vocational programs will go a long way toward regaining students in these programs.

D778 - 900 - 40% - 6

No comment.

D826 - 900 - 34% - 10

Lack of enrollments.
Programs and equipment too costly.
Interest in students.
Changing job pictures; few full-time farmers.

D795 - 750 - 65% - 12

Provide leadership of local vocational education coordinator.
Attain/maintain enrollment in program areas.
Extend services to special needs population.
Ability to compete with academic areas.
Provide effective district level planning.
Provide effective department level planning.
Involvement in Education for Employment plan.
Incorporation of community-based experiences.
Accommodate gifted and talented population.
Effective marketing.
Committed and enthusiastic teachers.
Provide contemporary program offerings.
Provide meaningful and exciting student-centered classroom activities.
Support from management.
Support from school board.
Effective communications with guidance counselors at all levels.
Support from parents.
Support from community.

D966 - 810 - 50% - 11.6

The major problem has been the reduction in enrollment within the vocational areas. Major factors have included:

1. Increased student interest in college prep programs.
2. Increased level of demands on student preparation from colleges (foreign language, etc.).
3. Mandated course requirements have reduced the opportunity for students to select elective courses.

At the same time these things are happening, local industry has been forced to bus labor in from the inner city, and our vocational programs are unable to recruit an adequate number of students to fill business and industry needs.

D797 - 840 - 75% - 11

Financing and the changing needs of society.

D809 - 975 - 80% - 10.5

No comment.

D822 - 750 - 30% - 9

Classification of state Education for Employment objectives.
Interaction/relations with the Wisconsin Board of Vocational, Technical and Adult Education.
Changing course offerings to reflect more contemporary entry-level jobs generally available to students.

D852 - 882 - 70% - 12

We have made major changes in our 7-12 program from vocational to high technology curriculum. We will be

offering food service in our district for 1989/90, formerly part of the SCVC program, and entering into a model Co-op/Private contractor nonprofit corporation. We have significantly moved to word processing in business education area.

D874 - 850 - 25% - 4.1 FTE

Our technology education program in industrial education is currently being revised; we're moving into the state model with the following four strands:

1. Communication.
2. Transportation.
3. Construction.
4. Manufacturing.

Our biggest challenge - getting the technology education staff to buy into it.

D887 - 768 - 84.02% - 12.2

Need to diversify curriculum offerings to attract more students. High cost of providing the kind of equipment and space the newer high technology programs need.

D901 - 780 - 35% - 6

The most important factors regarding the future of vocational education programs center around keeping technology equipment current with practices in business and industry in our community. We need to invest in computer robotics and equipment that provides realistic experiences with kids. The second most important factor centers around a staff that keeps really current in the field.

D940 - 789 - 40% - 11.3

1. Funding.
2. Availability of qualified staff.
3. How students perceive the value of the courses.
4. Quality of curriculum developed.
5. Facilities.

D959 - 850 - 35% - 13

No comment.

D995 - 860 - 70% - 9

Meeting needs of special education population; maintaining enrollments.

District Administrators - Grade 9-12 Enrollment - 1,000-1,499

D687 - 1400 - 85% - 33

1. Funding - high technology is very expensive.
2. Faculty not keeping up with rapid changes.
3. Job security (union) protects the incompetent.
4. The expanded duties of the local vocational education coordinator, i.e., Education for Employment, at-risk, ITPH, etc., prevents the time needed for upgrading programs and instructors.

D756 - 1100 - 70% - 22

Money - amount and source.

D770 - 1005 - 72% - 14

No comment.

D851 - 1,024 - 70-75% - 17

Technology education at grade nine.

Possible expansion of electronics from D.C. to A.C.

Position of a local vocational education coordinator.

Costs of reporting for Carl Perkins versus value received.

Curriculum modification to meet expectations of the future, especially in woods and metal fabrication/welding.

Meeting needs of changes in graphic arts industry.

D873 - 1100 - 22% - 11

Department of Public Instruction's prerequisites for college - adding foreign language, four years of English and three years of math.

D924 - 1050 - 40% - 9

How do we modify those competencies needed by our students into all curricular areas and not just depend on the

vocational courses to achieve this end? Not enough of our students are exposed to these skills and knowledge in general coursework.

How do we update and retrain our vocational staff to present needs of students and the business community? A number of our teachers are still practicing what they "think" business and industry wants from the 60s.

If we don't learn how to infuse these concepts into our regular instruction, and if we don't modify present graduation course requirements (which put the squeeze on elective programs and courses), we will NOT achieve the goal of teaching students what they need for success in their vocational pursuits.

D926 - 1273 - 51% - 7.4

Integrate technology in all curricular areas both conceptually and in computer applications.

D929 - 1296 - 27-30% - 4.75

Sufficient enrollment, to warrant sufficient course offerings to constitute a comprehensive curriculum.

Sufficient funding, particularly teacher salaries for small group instruction and supervision of work stations for students.

Successful searches for cooperative partnerships for students with cooperating industries.

D937 - 1150 - 20% - 11

Parent and student expectations; budget; teacher updating.

D942 - 1200 - 20% - 15

No comment.

D958 - 1200 - 2% - 2

Staff must be more realistic and responsive to student needs.

D970 - 1420 - 14% - 15

No comment.

D975 - 1100 - 25% - 8

I started in this district this year and have found that vocational education is in a threatened condition - especially in the area of technology education. I believe this situation is the result of staff not taking the time to update themselves and their programs, and the District hasn't offered assistance. I intend to attempt to correct this situation. I answered these questions based upon "what is" rather than "what I hope will be."

D987 - 1425 - 68% - 13

We have a ten-period day which allows our students to take eight classes. Because of this, students can take math, science, social studies, English, physical education, foreign language, and still have two periods to take other electives such as vocational arts, fine arts, etc.

We do not look at our vocational programs as preparatory for jobs after high school. They are for all students and the exposure to a variety of programs is essential in making career decisions.

D988 - 1300 - 30% - 14.7

Limited access to courses due to requirements of state, universities, etc., to take specific courses. For example, our enrollment remained stable at 1,300 students, but our enrollment in foreign language increased 30% while our vocational education enrollment decreased 25%.

D999 - 1373 - 60-70% - 6

The requirements for a local vocational education coordinator (LVEC) cause artificial fragmentation of instructional leadership. I would much rather see the basis for instructional education be building collaborative approaches within the school that link vocational education, academics, at-risk EEN and general learning theory. We cannot afford to have leading positions with only some of the skills needed to deal with today's school population. The LVEC license requirements are so narrow and thus fail to come anywhere near what is required. Furthermore, the large number of school districts under 2,000-3,000 pupils can only afford a few leading positions to direct the whole of learning. Please stop this artificial fragmentation. Surely, the LVECs would disagree for security purposes - then make them get K-12 supervisor licenses with the rest of us.

District Administrators - Grade 9-12 Enrollment - 1,500-2,499

D090 - 1669 - 68% - 19.1

Attitudes and initiatives of vocational education staff in adapting to change.

D098 - 2000 - 40% - 27

No comment.

D642 - 1700 - 25% - no answer

Enrollment is dropping - need to make transition from industrial arts to technology education (both teachers and students).

Need to update and modernize both facilities and equipment to meet above goals.

Need greater articulation between ourselves and local vocational/technical school so high school courses more appropriately prepare students for courses there. It is a mistake for us to champion "capstone" programs - we should view "industrial technology preparation" as we do "college preparation."

D721 - 2125 - 80% - 27

1. Changing the values and beliefs of some vocational education teachers regarding the purpose of vocational education.

2. Need to determine, given the rapid technology changes in the workplace, just what skills our students should have and develop a plan to assure that all students have them.

D740 - 1816 - 45% - 40

Attitudes of staff.

D747 - 1600 - no answer - no answer

No comment.

D758 - 1825 - 75% - 20

The new standards, and continued national stress on the "basic skills," endangers vocational education. There is a need to better educate the public, school boards, and students that vocational education is concerned about and does in fact touch the basic skills. Greater coordinated efforts between "regular education" and vocational personnel will be needed. As an example - teach practical math and science courses in a team-teaching approach.

Education must change with the times. This is especially true in vocational education. Job patterns are changing, technology is changing the work force composition, etc. - all of this must be reflected in the curriculum.

D773 - 2458 - 90% - 31

Concerns for requirements to enter college are causing reduction in enrollments in elective area courses except foreign language.

More emphasis must be placed on the application of basic education content to the real world. Vocational education can provide the application.

Education for Employment must become an important issue supported by the Chamber of Commerce, manufacturers council, and area employers if change is expected to take place in delivering employability skills. The notion that vocational education is for someone else's child must be changed.

The cost for program equipment must be considered when requiring curriculum changes on paper. Without equipment, many activities cannot be performed.

Must increase critical thinking skills for problem solving and application. Involve students in the process.

D795 - 2160 - 68% - 35.2

We are pleased with the changes that are coming about in the area of technology education. The old industrial arts model is fading rapidly. We are adding new equipment in technology to meet the high technology future career possibilities. The changes in our program also affect the business education department where the use of computers and other technology is increasing rapidly. This is also true in marketing where we have established simulation laboratories to meet real business environmental issues. We have seen a significant change in the home economics area. Our family focus curriculum has developed in a very positive way and we are implementing a new curricula. This area is also geared up to offer more career preparation opportunities in various classes. We have also worked to meet the needs of teenage parents and family preparation. The issue of teen pregnancy and human growth and development information has expanded greatly in recent years. I am also pleased with the development of our agriculture program where we have moved from production agriculture to agribusiness. We are constructing a new greenhouse this summer and are noting an expanded offering in the area of horticulture.

D921 - 2483 - 60-65% - 57

Vocational education is very important to our students and our district. Our financial investment in this phase of our instructional program is significant and has increased in recent years.

Our ability to maintain our vocational program offerings in the future will be dependent on the availability of state and federal funds.

We are very much concerned about the future of our vocational education programs as a result of increased costs, and the competition for financial resources in light of our status as a zero or limited-aid district.

D922 - 1900 - no answer - 6

Look at availability of progressive, highly qualified staff.

Greater value within the community at the benefits desired and hence the merit of enrolling in such programs.

D925 - 2300 - 25% - 7

No comment.

D946 - 1550 - 25% - 15

Best students don't have to take these courses. Vocational education is seen as dumping ground for worst students.
Can't keep up with the cost of technology.
They are expensive programs. Teachers often have 15 or fewer students in class.

District Administrators - Grade 9-12 Enrollment - 2,500-3,999

D636 - 2529 - 70% - 30

Vocational education programs must adapt to the current needs of our community and state. We anticipate a critical labor shortage and are part of a community-based "Labor Shortage Committee" whose recent recommendations will cause change in vocational and academic courses offered at the high school level. Further, significant change in developmental guidance programs in grades K-12 should impact course selections made by students as they enter high school and middle school in the next five-to-ten years. We also anticipate adjustments in credit requirements (i.e., adding a credit - 21 credits to 22 credits for graduation) at the high school level. The outcome of our review of required elective courses will definitely impact on vocational education programs and courses in our district. We expect positive change!

D657 - 3267 - 50% - 29.5

Fighting the image of vocational education for "dummies."
Maintaining comprehensive offerings in light of low student elections.
Overcoming the recent "flood" of negative publicity regarding students ill-prepared to compete in a world economy.

D695 - 2995 - 60% - 40

No comment.

D890 - 3800 - 65% - 14

Desire to incorporate more technology.
Drop in student interest and enrollment.

D949 - 2587 - 25% - 7

Student interest!
Funding!

D957 - 3106 - 18% - 6

Changing from industrial education to industrial technology.

D964 - 2900 - 15-20% - 32

1. The number of students electing vocational education.
2. Program offerings are dependent upon number of students interested.
3. Expenditures for equipment and facilities dictated by number of students.

District Administrators - Grade 9-12 Enrollment - 4,000+

D775 - 8862 - 65% - 72

1. Whether or not the district can afford to keep up with the purchase of new technology equipment.
2. Should the emphasis be changed from job preparation to career readiness or basic skills?

D869 - 6781 - 70% - 68

1. Graduation requirements fill the student's schedule.
2. Staff allocation is needed for staffing study halls and required subject areas.
3. Local school principals control where school staff allocation is used.

D919 - 21,299 - 35% - 76

1. Employer needs - present.
2. Student/parent demands.
3. Future societal needs (economic supremacy demands).
4. Capacity of the program to meet needs it aspires to address.
5. Pressures to maintain and expand the program from many "publics."
6. Marketing by vocational education staffs - visibility in the school and community.
7. Financial resources from external sources.
8. Business education partnerships.

D930 - 25,000 - 50-60% - 326

Money!

The Carl Perkins Vocational Education Act's elimination of funds for "maintenance of programs" was a serious financial blow to our system.

We are looking forward to implementing our Education for Employment plan. We feel this will benefit all students as well as strengthen our vocational and cooperative education programs.

District Administrators - Grade 9-12 Enrollment - **New Administrators

(these forms were not filled out)

D639

D664

D729

D748

D781

D812

D839

D931

D943

D955

D997

District Administrators - Grade 9-12 Enrollment - **No Enrollment Listed

D099 - no answer - 75% - 8.8

To maintain active advisory committees, which provide support, and keep them involved in the local program. This also provides the strong business-industry link necessary to keep public support for vocational education.

Good strong teachers can maintain a program even in declining enrollments. We have some of each, and the weak cannot understand what is happening.

We need a strong working relationship with the Wisconsin Board of Vocational, Technical and Adult Education system and that is occurring in our district. This will help.

D870 - no answers on all three.

No comment.

D878 - no answers on all three

No comment.

D899 - Janesville - 10% - 2

Future is tenuous. Plan to combine at one school due to declining enrollments. Only 8% of our students live outside the city boundary and few of those come from farms.

We are trying to salvage what remains of a once-healthy elective. Too many mandates and graduation requirements to compete against.

D914 - 1 - no answer - no answer

That our enrollment figures remain high enough in the vocational courses.

D928 - K-8 School District

No comment.

D974

Survey design is flawed - does not account for K-8 systems. Did not complete.

D973 - Elementary school.

D985 - 0 - 0 - 0

Space; staffing.

Appendix C

The following are the responses of principals (P) to the question "What are the most important factors regarding the future of vocational education programs and courses in your school"? Each response is coded to show the school's enrollment in grades 9-12, the percent of students enrolled in one or more vocational courses, and the number of vocational teachers. For example, the coding P - 350 - 65% - 8 means that the response is from a principal with a 9-12 grade enrollment of 350; 65% of the students are enrolled in one or more vocational courses with a staff of 8 vocational teachers.

Principals - Grade 9-12 Enrollment - Less than 150

P222 - 143 - 60% - 2.5

No comment.

P227 - 139 - 90% - 2

No comment.

P320 - 130 - 45% - 3

1. Enrollment.
2. College entrance requirements.

P339 - 84 - 80% - 4

1. Expansion of programs.
2. Funding.

P357 - 104 - 35% - 3

We must find time for our students who take vocational classes; everybody wants to be college-bound. Our graduation requirements have hurt vocational education. Small schools lack scheduling flexibility.

P359 - 127 - 50% - 4

1. The most important factor for our school is funding. We do not have a local vocational education coordinator. This limits the amount of monies we receive outside of local taxes.
2. Retaining continuity of instruction. Instructors are changing often. This is especially true in agriculture and industrial technology.
3. We find it difficult to keep up with new technology in each of these areas. Small schools may have to cooperate with neighboring schools. Each school would have a specialty and provide this discipline for the other schools.
4. Limited enrollment is a factor in individual classes. This is the result of lower school enrollment.

P368 - 140 - 0

We do not usually offer vocational courses at this small alternative high school.

P376 - 100 - 100% - 3

Declining enrollments are making it difficult to get students into vocational classes. Requirements being put onto schools concerning the arts, English, etc., have made it difficult also. I think colleges and universities have to start changing their thinking on accepting courses that are vocational for entry. I still maintain that students who are not going into a science-related field, or math, for that matter, should not have to take courses that they probably won't use anyway. Vocational education might be a better way.

P385 - 100 - 50% - 4 (7-12)

Students' priorities are in their four-year academic plan. Many don't have time to take suitable courses in this area.

P391 - 126 - 30% - 2.5

Student interest, money.

P394 - 101 - 25% - 1

Money.

P403 - 138 - 40% - 3

1. Enrollment - must stay up to warrant funding.
2. Flexibility of curriculum - being able to adapt curriculum and programming to interest and need of students.

P410 - 83 - 75% - 2.5

No comment.

P430 - 57 - 20% - .75

Lack of adequate numbers of students taking vocational programs because our enrollment is so small.

P431 - 108 - 75% - 2

Competition with requirements and electives; money; student interest; quality offerings; quality instructors.

P464 - 32 - 20% - 2

Having enough pupils to warrant offering a class - some classes have two pupils.

P483 - 95 - 40% - 2

Student enrollment - vocational education programs are electives; with more required courses, the enrollment in elective courses does decline, therefore limiting the extent of the vocational programs we can provide in our district.

P501 - 140 - 60% - 4

No comment.

P511 - 119 - 70% - 3

We are looking at upgrading all areas in our vocational programs, so that we can be as current as possible.

P512 - 43 - 60% - 3

No comment.

P522 - 98 - 20-25% - 2.8

Ever since the establishment of the new requirements for graduation, the key factor for a small school is that the curriculum has become college prep. Because more college prep courses are required, fewer students enroll in vocational courses. Therefore, there are fewer vocational courses, since some do not have enough students to maintain them. This is the case, even though the majority of students plan some further postgraduate vocational education. The average for students going on to college is approximately 30%.

P527 - 124 - 50% - 3.75

They must keep up with new developments. Students must learn to think and solve problems, not just learn a skill.

P551 - 63 - 100% - 4

Our biggest concern is that students will continue to have the time to complete vocational education programs. The new (present) Wisconsin graduation requirements are putting a great deal of pressure on average ability students and reducing the number of vocational education classes they can take. VOCATIONAL EDUCATION NEEDS DEPARTMENT OF PUBLIC INSTRUCTION HELP!

P542 - 80 - 50% - 2

We are consolidating, so all programs in this building will be junior high exploratory courses.

P564 - 80 - 65% - 2

Continue to provide quality programs for a limited number of students.

P569 - 95 - no answer - 4

We have a very good vocational education program and intend to keep it that way. We do have some enrollment problems in some disciplines and this is probably due to graduation standards.

P571 - 106 - 30% - 2

Money.

P575 - 132 - 75% - 3.5

Facilities; staff development; impact of other electives and graduation needs; enrollment.

P573 - 112 - no answer - 4

Major concern is that staff members upgrade and revise curriculums to reflect current and innovative programs.

Without doing so, the enrollments will drop and programs will be lost. Staff at times lacks motivation to change. Second concern is adequacy to continue equipment upgrades that are necessary to offer contemporary programs.

P585 - 81 - 40-50% - 1

Changing from industrial education to technology education.

P596 - 112 - 85% - 3

1. Maintaining excellent personnel in the three areas of concern: business education, technology education, and home economics.
2. Financing opportunities to be exposed to and becoming familiar with new innovations and technologies.

P601 - 39 - 100% - 0

At our alternative school we always try to stress the importance of learning skills for life. Our ability to convince students to stay in school and be positive with themselves, as well as productive, is extremely important. Maintaining and keeping at-risk students' interest is a most difficult task.

P604 - 137 - 59.25% - 2.5

The problem with requirements that are established at colleges and universities as entrance requirements. I feel these people are only looking at liberal arts education and do not feel vocational education has anything to offer. These organizations do not even see the merit of an engineering student having a strong vocational education background. How sad! The University System needs to examine "crossover" credits for vocational education courses, i.e., for science, math.

P609 - 140 - 20% - 3

How to tie in with employment education; keeping enrollments up; getting up-to-date equipment.

Principals - Grade 9-12 Enrollment - 150-299

P213 - 190 - 10-15% - 1

Uncertain.

P215 - 222 - 30-40% - 4.5

No comment.

P216 - 270 - 60% - 4

No comment.

P223 - 201 - 50% - 4

Declining enrollment.

P224 - 283 - 80% - 6.2

An important factor is the legislative and Department of Public Instruction regulations that are forced on the schools which prevent, rather than encourage, education. Compulsory education should be established. Many requirements should be abolished - students should test to get into courses. Students should be put into a position where they want something rather than have education forced on them.

P232 - 185 - 40% - 5

Student enrollment; budget restrictions; state standards.

P234 - 275 - no answer - 2

Student interest enrollment.

P318 - 150 - 40% - 3

Some of the most important factors facing vocational education at (name withheld) High School are as follows:

1. With the state university system placing more requirements on incoming freshman, when do college-bound students have time to take our classes? Vocational education is not mandated by the state of Wisconsin. Why?
2. Monies: With equipment becoming more high technology, and our programs in need of updating, where do smaller schools get the funds needed to update our programs?

P319 - 178 - 38% - 4

Student population is the key. We are losing students at this time and some vocational classes are being considered for dropping because of this.

P328 - 256 - 80% - 7

1. Current curriculum.
2. Updated teacher skills.
3. Funding increases.
4. No more mandates which drain enrollments in vocational education.

P533 - 174 - 40% - 4

The continued increase in high school courses required to enter college has caused a reduction in students taking vocational courses because there are simply not periods available to students for electives. Our high school is moving from a seven-period day to an eight-period day to reduce the problem, but it is still a problem.

P341 - 238 - 19% - 5.5 FTE

Due to university, the Department of Public Instruction and legislative "mandates," our student participation in vocational education will continue to decline. We face staff reduction now.

P344 - 205 - 50% - 3.5

The areas of Woods (I and II), Metals (I and II), Mechanical Drawing I, Data Processing, Accounting I and Food Service are experiencing some very real numbers problems. Included in that group are Small Engine Repair and Automobile Mechanics. Since the drafting teacher includes a semester of Exploratory Technology rather than a second semester of Drafting, he has enjoyed increased numbers, including more females.

The vocational classes are finding very stiff competition from the academic classes. The addition of Applied Economics, Psychology, Human Growth and Development, A.P. courses in English and Art have taken away some very significant numbers. The approach of the instructor (innovative approaches to teaching and course content) have been a real issue also. Some of our vocational instructors are losing potential students because of their lack of success as an instructor. Another factor includes the demands of post-high school education, particularly in the areas of math, science, and foreign language.

Local requirements to include a vocational class for graduation may be a positive step for the program and security of staff.

We still believe that the teacher is the key and if he/she does their homework, recruits and delivers, they will have a popular and successful program. Our Art Department and its high school teacher are a perfect example.

P345 - 249 - 80% - 4.5

The vocational courses will continue to struggle with attracting student interest. The academic standards placed on schools by the Department of Public Instruction will continue to have a negative impact on the elective vocational curriculum.

P348 - 250 - 52% - 4

All students will be scheduled for .5 credits per year. Each student that is enrolled in school will be enrolled in a class or activity that has been approved by the school board during each class period of each school day. Diploma designation will be determined for each student at the end of seven semesters. Students will be issued the highest level of diploma earned. Students unable to meet the minimum requirements of a level-one diploma will be encouraged to pursue alternative programs leading to a high school diploma including General Education Diploma preparation, correspondence classes and alternative schooling.

P352 - 234 - 75% - 7

We do not have the ability to pay for the equipment/resources needed to deliver a sincere vocational education program that actually prepares students for the future job market in technology education and agriculture.

Our program seems to be more avocational than vocational. Of everything I've seen, Principles of Technology appears to be the best package that establishes a platform of conceptual understanding. Perhaps that's as far as we can go in secondary education. Maybe the real "job training" should be left to the technical schools.

P353 - 180 - 65-70% - 4

Budget (local and state); enrollments; graduation and college requirements are affecting reduced enrollments in vocational education.

P360 - 191 - 90% - 5

Keeping good teachers.

P365 - 246 - 85% - 5.5

The future of the vocational education courses will be dependent upon the number of other requirements that infringe on the students - i.e., foreign language.

P377 - 298 - 45% - 2

One of the factors limiting vocational education enrollment, as I see it, is the number of required classes needed by all students - four English, two each of math and science, three of history, etc. The area that we are hurting the most in is business education. Also, enrollment decline in total school population has affected vocational education programs as well (tied into statement #1 above).

P379 - 275 - 80% - 4

There appears to be a specific lack of direction for our country. What type of people are we going to be? What do we have to do to reach our nation's goals?

P380 - 250 - 10% - 7

1. Changes in the standards with regard to graduation requirements.
2. Changes in college admittance requirements.

P383 - 163 - 75% - 3.75

Keeping students signed up for vocational education courses with increased requirements for college graduation.

P393 - 282 - 50% - 5

No comment.

P397 - 240 - 81.19% - 4.5

Mandated programs versus resources available to class C-size school. What can we afford to add, in terms of personnel and equipment?

P399 - 208 - 35% - 4

Escalation of college entrance requirements makes it difficult for that segment of the population to include vocational course work into their four-year plan. Also, it suggests tracking of students may need to be considered more earnestly. In small districts, more exposure to vocational coursework at junior high level may be appropriate.

P401 - 163 - 50% - 4

No comment.

P407 - 187 - 85% - 4

Student numbers will be of primary importance. We changed to an eight-period day which helps somewhat. We also allow two years of vocational agriculture or home economics to meet one year of science requirement. Our enrollments to this point have allowed our vocational programs to remain strong. Possible future budget constraints could dictate a declining future to vocational programs within our district.

P411 - 200 - 80% - 5

Co-op education programs; future state mandates which would require students to enroll in nonvocational education areas; financial concerns - to keep current with technological advances.

P413 - 215 - 60% - 6

The depressed farm economy is hurting our agricultural program.

P414 - 278 - 65% - 7

Need for update of curriculum particularly in agricultural education; need for Education for Employment update.

P418 - 285 - 38% - 4.5

To expand and improve the courses necessary for the development of basic skills, as well as for employability skills necessary to prepare students to become useful members of our society.

P420 - 290 - 45% - 7

Money to implement new programs.

P422 - 284 - no answer - 6

Number one concern is number of students; some areas are very low in student enrollment. I believe this is the result of the UW System requirement of 16 course credits for four-year college.

P428 - 256 - 70% - 2

Dealing with declining enrollments in vocational education programs, largely due to an increase in graduation requirements.

P429 - 200 - 75% - 4.5 (9-12)

The politics with the board of education and vocational teachers will largely determine how well our agricultural and industrial arts programs will survive.

P437 - 170 - 85% - 4

Developing curriculum that will balance concepts/specific skills/facilities. The public school cannot provide entry-level skills with our current enrollment and facilities. We need to determine what concepts we should present for students continuing their education at the technical colleges.

Closer articulation with the technical college and expanded modes of program delivery would help. The technical college can serve as a resource and provide experience where the local school cannot provide state of the art equipment.

P440 - 165 - 33-50% - 3.5

No comment.

P448 - 213 - 89% - 4

We want our curriculum to be in alignment with current technological and cultural trends, yet prepared to plan for future advances as well.

An important factor includes research findings in what our future will bring and how we should best be preparing our students for the future.

P451 - 268 - 52% - 2

1. Budget limitations.
2. Board attitude toward change of present program.
3. Certification requirements of teachers.
4. Retraining of present teachers.
5. Student interest and enrollment.
6. Community support.

P454 - 186 - 30% - 4

Certification of staff and budget concerns.

P460 - 233 - 68% - 4

Budget restraints.

Impact of additional required courses.

Education for Employment.

We are reinstating a full agricultural curriculum in 1989-90 after two years without any program.

P473 - 160 - 78% - 4

1. Expansion to include classes in health occupations and marketing.
2. Developing a course at junior high to introduce business education in 1989-90.
3. Expand the business partnerships.
4. Develop a greater awareness of career opportunities in grades K-5. (Have received a grant through Cray Foundation to accomplish this).
5. Implement a computer class that will be required of all students, and that will introduce business, food service, technology and math applications.
6. Study the role of vocational English in the curriculum.

P474 - 250 - 92% - 5

This is an extremely important question. I feel that my answers here will be inadequate to the task because of limitations of time and space. My basic feeling is that vocational education in our high school is struggling as a result of negative influence from several sources:

1. The increase in graduation standards has depleted vocational enrollment and alienated the marginal students.
2. The change from "Industrial arts" and "home economics" to "technology education" and "family and consumer education" has left the teachers confused and ill-prepared for what they teach, angered and frustrated many students, and further depleted enrollments.
3. The constant education bashing, comparison with other countries, emphasis on college attendance and glorification of high-paying careers is depressing to many students who (accurately) take all of this as personal criticism and accusation of inadequacy.
4. Schools continue to be inundated with standards, mandates, programs and expectations that they cannot meet without more time and money. Correcting the country's social ills takes an enormous amount of time away from traditional educational tasks.
5. Reduction in respect for schools and education, and ready availability of pocket money jobs, lowers students needs (felt needs) for vocational education.

P476 - 230 - 30% - 3

Trying to determine if our courses and equipment meet the needs of our students.

P480 - 245 - 32% - 5.4

Money for expanding techniques and equipment; teacher in-service.

P481 - 150 - 20% - 3

No comment.

P482 - 194 - 35% - 4.25

Board commitment; resource allocation; viable curriculum.

P484 - 217 - 75% - 5

1. Money - ratio of personnel and new equipment cost per student.
2. Declining enrollment.
3. Added state requirements - allowing less opportunity for students to enroll.
4. Recognition as courses vital to many of the students' needs.

P485 - 250 - 50% - 5.5

The constant change - new equipment needs. Budgetary constraints - need for more room. Some older teachers find it hard to change their ways. Agriculture is tough to "sell" to the board and public. We have started some new classes which have helped. Money!

P494 - 224 - 66% - 2.5

With recent trends in academic requirements for graduation, vocational programs have suffered a drop in numbers as well as staff cuts. I see some positive things taking place lately. The Future Farmers of America Alumni have been instrumental in moving our school from no agricultural program - to part-time this year - and anticipated full-time next year. We have met concerning the implementation of technology education in place of traditional industrial education. No real planning or goals are established yet, but we are looking to a five-year plan. There are exciting possibilities depending on the district's commitment to funding and staffing needs.

P496 - 213 - 30% - 4

Cost of programs exceeding local ability to pay for them.

P500 - 275 - 60% - 7

No comment.

P507 - 246 - 81% - 4

The most important factor will be teacher energy and their willingness to grow. Secondly, funds will be important. Funding resources outside the district will have a large effect on school boards being willing to move in the area of vocational education.

P516 - 220 - 60% - 4.5

We need to be aware of the continuing and growing demands of the business and industrial community, and attempt to respond by developing programs which will best prepare students for inclusion in the work world. We feel we have been responding effectively and are getting positive feedback from graduates and business leaders.

P517 - 174 - 50% - 3.66

We require 21 credits to graduate. We have already increased our class periods from seven to eight. The state and colleges require more and more core curriculum classes. The elective areas are sacrificed. We require our 7th and 8th graders to take keyboarding, home economics, and industrial arts as "block classes." This may be the only time they can "afford" to take them. I do not have any solutions but I see our elective classes in jeopardy.

P519 - 157 - 60% - 4

1. Trying to maintain ample numbers in all vocational education classes.
2. Giving our new technology education curriculum a chance to develop and grow.
3. Methods to expand "foods" programs.

P524 - 275 - 35% - 6

Where is the time coming from for vocational education?

We have 4 years of English

3 years of social science

2 years of math and 2 of science

2 credit/years of physical education

1/2 year of health

13.5

2 years of foreign language

15.5 credit/years

Parents and media cry for four years of basics = 16 credits.

2 = physical education

2 = language

20-24 credits for graduation

P525 - 190 - 40% - 4

Cost is major factor, as is enrollment when it is declining significantly.

P532 - 176 - 85% - 4

With Education for Employment we are trying to forge the gap between the educational and job potential. We are also concerned with implementing gender equity.

P544 - 160 - 50-60% - 3.5

The need for money to update our programs, to add other programs that are necessary in today's work world, and more of an emphasis on vocational programs for students by the state and media people.

I feel there is too much attention paid to math, science, etc., on the high level for people to become chemists or physicists and not enough on developing job and technology skills that are important in everyday living. We are catering to the engineers and other highly professional people and not taking care of the other three-fourths of our student body.

I am not against pushing that upper one-fourth of students but we also need to prepare the other three-fourths for the work world.

I also believe that we need to expose as many high school students as possible to as many occupations and career opportunities as possible, which we attempt to do here.

P552 - 200 - no answer - 5

Keeping up with the changing job market; providing skills.

P554 - 256 - 40% - 4.5

The competition between vocational and college/technical prep basics.

P558 - 242 - 50% - 4

We feel that by increasing the number of credits, we can get students out of study halls and into vocational classes. We have put most computer emphasis in business education but are encouraging more in agriculture.

P561 - 264 - 93% - 5

No comment.

P563 - 251 - 20-30% - 5

Enrollment; meeting needs of wide range of student abilities.

P565 - 175 - 85% - 5

Keeping up with the advances in all fields; coordinating basic skills in vocational courses.

P577 - 220 - 75% - 5

Class sizes (small enrollment in some courses); cost of remaining current regarding equipment.

P566 - 158 - 50% - 4

No comment.

P574 - 180 - no answer - 4

Funding!

P576 - 198 - 40% - 4

Enrollment decreases (school) may dictate dropping courses because of low enrollment.

P578 - 251 - 25% - 6

Declining enrollment in present classes. A wider and larger push for students to take nonvocational courses because of college entrance requirements.

P581 - 155 - 85% - 3.5

The dollar cost of maintaining good facilities and equipment for adequate vocational courses.

P584 - 170 - 35-40% - 2

At present our numbers in vocational education are still pretty high, although we have lost some due to the higher academic requirements. Instructors are also very critical. If you have excellent instructors, you will have excellent programs, and will continue to get good numbers in the courses offered. Our student body has the makeup that wants vocational courses. I don't expect to see any great changes as long as we have the same instructors.

P586 - 235 - 50% - 6

No comment.

P587 - 230 - no answer - 5

Technology.

P589 - 200 - 50% - 4

1. Attracting a more "academically-talented student."
2. Assisting staff in raising their aspiration level for students served.
3. Pumping enthusiasm into the staff.

In the 29 years I have been in this business, I think we now have the least-talented vocational students to work with. It appears that a number of students now are forced to avoid some vocational courses because of the graduation standards and the subtle emphasis created by the "academic community."

When I become frustrated with the vocational student, I catch myself remembering that every student must acquire enough credits for graduation.

P590 - 250 - 23% - 5.5

No comment.

P593 - 157 - 90% - 4

How much support will the Department of Public Instruction provide in developing sound curriculums?

P599 - 154 - 65% - 4.5

1. With the change in graduation requirements, our vocational education programs have steadily lost student numbers.
2. Money is a problem. It is expensive to keep our vocational education programs up-to-date.

3. Small schools need vocational education teachers that can cover several subject areas.

P603 - 180 - 45% - 4

Course availability; graduation requirements hinder the possibility of students enrolling in vocational classes; students' perception of course content value.

P605 - 211 - 70% - 5

Changing of our industrial arts program to industrial technology.

P606 - 151 - no answer - 4

Declining student enrollment. Our school board approved a \$40,000 project for our vocational education, consumer education, and business departments, for next school year. Good community and board support.

P620 - 230 - 75% - 3.5

Equipment modernization of program in industrial education; our business education and home economics education have been modernized. It's tough for a small school to keep up in industrial arts.

P622 - 270 - 66% - 6.5

Student and community interest.

Societal expectations and trends certainly account for a present decrease in agricultural enrollment.

District enrollment declines.

P627 - 203 - 60% - 4

Amount of time available for electives after all course requirements for graduation are met, particularly for those students in band and/or choir. Clearer link or alignment needed between high school and post-high school programs.

P634 - 175 - no answer - 3.5

School enrollment.

Societal attitudes concerning college prep curriculum versus vocational education.

Staying current with societal needs and technological advances.

Principals - Grade 9-12 Enrollment - 300-499

P211 - 425 - 50% - 10

1. Curriculum - We are trying to follow state leadership but they seem to forget some of the local needs.
2. It is felt, by some, that industrial technology is a lot of things, but not much of anything.

P221 - 357 - 35% - 5.5

Retraining of staff; raising status of vocational education courses.

P229 - 400 - 30% - 7

Clear direction from the Department of Public Instruction and the leaders in the field (colleges, federal government, etc.).

P235 - 406 - 20% - 4.5

Applicability to world of work.

Relevance to technology.

Number of students enrolled.

Relevance to similar courses at higher education.

P238 - 350 - 20% - 4

1. Community interest.
2. Career preparation and future of Education for Employment.
3. Available funds.
4. Student enrollment.

P240 - 314 - 60% - 6

Efforts by faculty/staff to continue to develop and implement innovative curriculum; positive promotion of vocational education.

P257 - 325 - no answer - 30

Preparation for employment; career awareness.

P267 - 393 - 20% - 3

Bringing agricultural classes up-to-date with more meaningful classes for all students.

P272 - 360 - 30% - 2

Dwindling enrollment.

Costs.

General lack of student interest in vocational education.

Increasing requirements at the college and university level.

P283 - 328 - 25% - 2

The high cost of equipment and technology ("staying contemporary"); the diminished numbers in industrial arts.

P325 - 318 - 50% - 1.5

1. Competition of greater Department of Public Instruction requirements for science, English, math and social studies.
2. Greater number of academic units required for college admission.
3. Not enough coordination with postsecondary vocational schools.
4. Decline in numbers of working farm females impacts on agricultural courses.

P327 - 430 - 75% - 4

Required courses - have impacted to the point of not meeting the original interest - and removed many courses from the course offerings.

P327 - 350 - 65-70% - 7

1. The increase in academic standards for all students placed time and course limits on students that reduced opportunities for vocational education courses.
2. An overemphasis on college prep and higher academic requirements established for college-bound was accepted as good for all. The 75-80% of our students who will not be completing college is most affected by these changes. The change has the most obvious effect on those students preparing to enter the world of work. A period of decreasing enrollment, coinciding with the increased academic standards, further reduced the pool of available students.
3. It is important for our district that the administration, board of education and public be aware of the value of our vocational programming to our students and also the strength of our industrial arts programs. We have a tradition of innovative, flexible, and effective programming for a large percentage of our students. Reduction of these programs, at a time when the prediction of the future labor market indicates a need for more service and technology and less college, seems to be going in the wrong direction.
4. If most of our students are entering the world of work or continuing vocational/technical training, as indicated by the Department of Industry, Labor and Human Relations, the emphasis in education should be on preparing these members of our future society just as carefully as our college-bound students. To do any less will be detrimental to our philosophy of education for all.
5. Future in hands of Department of Public Instruction, administration, and board of education.

P331 - 360 - no answer - 8

Low enrollments in these areas versus basic skills (academic) courses.

Low-ability students opting to take industrial technology.

Low interest in VITA (technology education) and FHA organization (family and consumer education) - could be a result of personalities teaching in these departments?

Need to get a multi-occupations class (MOC) program in place (one person to teach it and then get students hooked up in jobs - whether business, technology education, or home economic-related).

Need to get enthusiastic, capable individuals to serve on parent advisory groups.

Need to see closer relationships exist between school and business and school and technical colleges. (Our instructors need to make greater efforts to make this happen).

P333 - 346 - 30% - 6

No comment.

P340 - 350 - 55% - 2

The instructors are the key to enrollment and interest.

P342 - 330 - 40% - 4

Funding; interest from community (support for the need); quality instructors.

P343 - 420 - 50% - 6.33

Enrollments - making courses and staff attractive enough to more students; universities and their "political nerve" to increase entrance requirements has not helped.

P351 - 395 - 50% - 6

Enrollment; cost of equipment; Department of Public Instruction/federal aids - will the aid be high enough to justify the cost of compliance?

P361 - 443 - 40% - 8

Enrollment; money.

P378 - 300 - 98% - 6

Adapt and continue to update and revise; meet current topics; follow through with problems and goals, not something on paper; updating of personnel.

P381 - 390 - 60% - 7

We need to keep sharply alert to the needs of vocationally-oriented students and to make sure that our curriculum is meeting the needs of the vocational business world.

State mandates on academic requirements have really put a squeeze on students trying to be involved in vocational programs.

Also, we are going to have to convince school boards and the community that if we are going to maintain vocational programs for those students who want them, we are going to have to be allowed to work with smaller class sizes.

P384 - 465 - 55-60% - 7

Legislated mandates; student interest; community job offerings and economic development.

P390 - 438 - 85% - 3

No comment.

P392 - 386 - 50% - 6.5

It is our hope that we will make the transition to an eight-period day next year, and with that transition will evolve a movement toward increased enrollments in our vocational courses. We are presently reviewing and updating our agriculture, technology education and business courses to make them more relevant to our students and to better meet the needs of our community. We are also looking into working with MATC on the development of a vocational articulation program.

P396 - 480 - 50% - 5.7

The focus the next three years will be on the entire area of business education.

Agriculture is a super program with all kudos going to the instructor.

Home economics and related occupations are 1950+ in content and quality.

Industrial technology is short on facility, program, instructors, and promotion. The entire operation needs to be retooled - a task I will not attempt without a qualified local vocational education coordinator leading the charge.

P406 - 442 - 80% - 6

We are making major changes in our home economics and technology education departments in order to upgrade and offer courses for the 90s. We are spending about \$20,000 to remodel our home economics room to make it into a 1990 rather than a 1953 classroom. We will then be able to change the course structure. We plan to be a pilot program for the Department of Public Instruction and they will give us special funding. We will also change our graphic arts program to include laser communication and a more futuristic approach. We hope to attract more students by upgrading the two departments.

P408 - 490 - 80% - 5.5

Needs to be tied in to Education for Employment.

P409 - 310 - 66% - 7

No comment.

P417 - 383 - 40% - 5.5

Family and consumer finding a place. Home economics did not overlap other courses, but family and consumer often covers topics in other departments. Helping agribusiness as the family farm grows fewer in number.

P421 - 378 - no answer - 3.5

Students and community.

P423 - 303 - 75% - 6.5

The most important factor regarding the future of vocational education programs and courses in our school revolves around budget problems and money, particularly as it relates to new and modern equipment. As an example of this, we can look at the area of industrial technology. Our shops need to be updated with modern computer-aided drafting and manufacturing systems that are now being used in industry. The only way this is going to be accomplished is for local industry and business to work together with our schools. Presently, budget constraints prevent our school from expanding in these areas the way we would like to.

P424 - 306 - 60% - 5.75

Students are having difficulty meeting state graduation standards and also finding the time to elect vocational classes. Our seven-period day restricts the number of courses a student might select as an elective.

P434 - 405 - 60% - 10

The instructional staff are the most important factor. If they are making changes to meet modern needs, the enrollment is staying high.

P435 - 400 - 70% - 5

Educating the community, current staff, and administration that vocational education is very important and vocational programs need to be expanded to meet the needs of our students and industry.

P438 - 412 - 35% - 2.5

Facilities; increased graduation requirements.

P450 - 300 - 70% - 5 2/7

Budget limitations; qualified motivated staff.

P453 - no answer - no answer - 7 5/7

We will need less emphasis on basic skills and more programs dealing with career exploration in various areas (cluster approach). We must retain the student organizations that are associated with some of the programs, but they will need to be changed drastically. Leadership training must be retained and made available to students even if they are not enrolled in a vocational course at the moment.

P458 - 325 - 40% - 2.5

Maintaining strong programs in times of declining enrollments and interest; updating existing programs.

P459 - 334 - no answer - 4

Quality classroom instruction; job market.

P461 - 484 - 40% - 4

With the increase in mandated requirements in academic courses (core subjects), availability of student time is the most critical factor.

P463 - 391 - 30% - 6

Enrollment stability; continued community/board support; economics; scheduling.

P479 - 396 - no answer - no answer

Sufficient funding to keep pace with technology advancement.

P491 - 375 - 80-90% - 9

Budget.

Funding available.

Enrollment.

Community need.
Changing direction of students.

P492 - 450 - 68% - 2

Numbers problems - fewer kids this year than ever before (for next school year) have selected vocational education courses as part of their schedules.

Money - a very costly program to operate in light of increasing tax payer concerns.

P514 - 343 - 50% - 6

We are in a time of declining enrollments, thus staff is being cut, consequently vocational education programs are also being curtailed. As long as vocational education is on an elective basis, it will constantly struggle for students. Many of the state mandates in other disciplines have caused the vocational education curriculum to wane as well. These factors are our concern this year and for the next five to seven years!

P515 - 400 - no answer - 2

Declining enrollment in business education courses.

Financial investment to update curriculum in industrial technology courses.

Vocational staff in-service for curriculum and uses of new equipment to expand and update program.

P526 - 475 - 40% - 4.5

Update agriculture to agribusiness and industrial education to technology education.

P531 - 445 - 48% - 6.5

Space available in our facility limits curriculum requirement and expansion. Cost of getting our program to where it should be is almost prohibitive. State should develop an assistance program, supplying funds, etc., to supplement these programs.

P545 - 425 - 50% - 9

Agriculture - great decline in interest and thus enrollment - decisions will have to be made as to drop, continue, join with another school, or what.

Industrial technology - cost of equipment is always close to 50% of the high school budget. Enrollment going down. Increase of state mandates and foreign language, plus computers, causing the decrease.

Business education - new courses, computers - all expensive. Enrollment fluctuates - constant change of courses with the times - again new training needed by teachers and new materials.

Home economics - complete change of courses taking place.

P546 - 350 - 45% - 6

Since their acceptability at the college level is uncertain, can college-bound students afford to clutter their schedules with vocational courses?

The philosophy of vocational programs - can we really train for employment? Or are we simply helping students explore career possibilities (can we afford to provide technological hardware essential for training for employment on constantly restricted budgets)?

P547 - 350 - 30% - 4

Adequate student enrollment is a constant difficult struggle for the vocational department.

1. Vocational classes have not been able to attract college-bound students even though curriculums have been modified to challenge college-bound students.

2. Competition for students within the vocational education department is constant and friendly, but does put stress on everyone - especially when job security is at stake. The upper ability noncollege-bound students have a lot of pressure to be involved in all areas.

3. Budgeting for equipment is a great handicap for vocational department when compared with regular assistance.

P550 - 349 - 38% - 7

Graduation requirements; change secondary vocational education image.

P553 - 400 - 57% - 7

Their ability to retain enrollments in order to justify continued program offerings!

P555 - 317 - 85% - 5

Facility remodeling.

Coordination of staff.

Redirecting of curriculum to meet skill needs of students.

High cost of equipment.

P560 - 355 - 30% - 2

No comment.

P568 - 315 - 90% - 5

Student interest!

P570 - 304 - 75% - 7

We share programs with four other local education agencies. Continued leadership is necessary for the success of our vocational programs.

Continued funding.

P575 - 350 - 45% - 6

FUNDS - SPACE NEEDS.

P582 - 380 - 70% - 5

Providing alternative credit equivalents (i.e., agriculture for science).

Future funding of Perkins money and set-aside entitlements.

P583 - 450 - 65% - 10

The following factors are, in my opinion, the most important for our school to address regarding the future of the vocational education program in our school:

1. Time needs to be provided for curriculum writing. We must be careful to not lose kids in the shuffle. Our vocational department keeps a lot of kids in school, and if we design a curriculum that is out of their reach, we may lose them.
2. Technology equipment needs to be updated.
3. A closer relationship with business and industry in our area needs to be pursued. A work component for students also needs to be pursued.
4. There is a great need for staff retreading and development in order to be in tune with the new direction.
5. Finally, we must be sensitive to the flexibility needed. Many of the jobs our students will be entering do not even exist today. I don't believe we will ever be able to keep up technologically; therefore our task is to provide the basic skills and understanding necessary for a changing society. In other words, I believe that as the technical world becomes more complex, we probably have to become more basic, to give students skills to transcend a changing society.

P588 - 321 - 68% - 4.5

Money; teachers keeping up with technology; changing methods; how do we keep up with modern equipment?

P594 - 44 - 55% - 5.2

Enrollment numbers in vocational courses.

P617 - 340 - 30% - 6

The needs of our students.

P626 - 370 - 60% - 6

The need to lengthen the day and year, and instituting an eight-period day.

With all the mandates and other requirements that are put on our high schools, it's impossible to do justice to vocational education. Every school district needs two different schools (separate or in one), academic and vocational.

The vocational programs have to be sold - we have to work much closer with industry to expose our students to changing technology. Our schools are not doing the job! It will be one of my priorities to educate students as to where the jobs are and what kinds of jobs are available. Most of them will need vocational awareness and skills.

P630 - 349 - 30% - 5.5

We are sound in all areas, with the exception of home economics, which continues to decline in number each year.

P632 - 384 - 90% - 5.5

We have to bring our program into the 20th century before it becomes the 21st century!

P633 - 331 - 55% - 6.3

The most important factor regarding the future of vocational education programs and courses in our school is the transition of thought, idea and mechanization from traditional ("shop, manual arts, industrial arts") to technology education. This problem is magnified when one works to retrain staff, students, parents, board of education, and the community to move from traditional to technology education. With crunches in budgets, the process becomes difficult and laborious.

P635 - 393 - 40% - 4.5

Keeping everything updated; having the necessary funds available for modern, updated equipment.

Principals - Grade 9-12 Enrollment - 500-749

P218 - 730 - 30% - 7

Decreasing enrollment.

Changing population from vocational to college-bound.

Money to update equipment in the future. May have to job students out to vocational school.

P225 - 611 - no answer - 6

Relevancy of skills in relation to needs of the future.

P231 - 600 - 20% - 8

Financial resources.

Trained teachers in agricultural education.

State mandates requiring many courses in the academic areas.

P243 - 600 - 70% - 10

The number of students with the time and interest to take the courses.

The relevance of the courses being taught to what is actually needed in the world of work.

Funding to update equipment and teaching skills and techniques, in order to keep up with changing technology.

P252 - 667 - 100% - 8.5

No comment.

P253 - 526 - 15-29% - 1 6/7

Time for students to take the classes.

P260 - 710 - approximately 70% - 12

No comment.

P265 - 30-50% - 10

Limited student interest.

P270 - 600 - 25-30% - 5

Partnerships between community and school.

State support.

Time for curriculum development.

Staff retraining.

P273 - 626 - 75% - 9.5

No comment.

P276 - 560 - no answer - 7

No comment.

P277 - 608 - 5% - 3

Knowing exactly what industry needs and where the jobs will be in the future.

P289 - 650 - 5% - 1.5

We cannot find the type of program we should have, and we cannot convince the small number of students who need vocational education to travel the three-to-five miles to take part in excellent programs.

We are concentrating our effort on providing basic skills in math, English, etc., to prepare our students for vocational and higher education.

P294 - 500 - 25% - 6.2

No comment.

P305 - 580 - 25% - 9

No comment.

P307 - 705 - 5% - 4

No comment.

P330 - 620 - 30% - 9.5

Very simply put, the numbers are generally decreasing, and the cost of high technology education has gone up. Boards of education must make some very hard decisions about maintaining expensive, low enrollment programs.

P332 - 508 - 40% - 2.5

The implementation of new programs in the district, to stabilize enrollment figures in the various departments. When we accomplish this, I believe more students will have time for technology education classes.

P338 - 665 - 35% - 9.5

Ability to fund, to meet technological advances.

Recognition by students, parents, and board of the importance of vocational education.

Ability to keep qualified instructors.

Meeting the staff development needs of our teachers.

P347 - 680 - 35% - 9

No comment.

P356 - 691 - no answer - 9.5

Financial support; board support; student interest; expanding graduation requirements.

P358 - 502 - 10% - 5

Upgrading classes to meet needs of students and society so students can use the vocational education changes to their advantage; to meet needs of changing job market so the information and skills students receive is useful.

P364 - 622 - 35% - 8.8 FTE

The surge toward college prep requirements has vocational education on the run nationally, statewide, and locally. I believe that the cultivation of interdisciplinary learning opportunities, bridging both academic (nonvocational) and vocational courses, will provide practical applications for theoretical subjects, and, thereby, serve the learning needs of students best. This is critical to the future of vocational education programs.

"Turf-thinking" must cease. The competition for elective enrollments puts vocational education at a disadvantage, particularly when the most able students are required to pack their schedules with more and more courses for postsecondary study opportunities. Elimination of distinct vocational education subjects, in favor of "curricular strands" which involve all the current disciplines of vocational education makes sense, e.g., the New York plan which emphasizes marketing in agriculture, family consumer education, business, industry, etc.

P366 - 530 - 60% - 11

Enrollment is a problem due to:

1. U.S. enrollment decreasing.

2. University of Wisconsin, and other institutions of higher learning, not recognizing the value of vocational education classes.

P373 - 586 - 58% - 5.2

State and university course/audit requirements.

Funding.

Low school enrollment in vocational offerings.

P382 - 569 - 38% - 9

Facility expansion necessary.

Equipment update/replacement necessary.

Curriculum must stay current (be in flux).

P387 - 520 - 75-80% - 9.5 FTE

Success of Education for Employment; renovation of building to bring in technology education.

P404 - 721 - 40% - 10.5

Enrollment and funding.

P416 - 600 - 80% - 10

Cost of programs is big factor. Imposition of graduation requirements is also a big factor. There has been too much mandating in this regard by the Department of Public Instruction and the legislature, to the detriment of progressive districts which have good elective programs as well as basic skill programs. Choice among electives, including vocational, has been limited. This has hurt vocational programs. The rapid changes in technology also create some difficulty for intelligent curriculum planning.

P412 - 682 - 23% - 7

Curriculum and programs must be redesigned to meet "2000" state of the art needs. We do not follow our graduates closely enough to redirect program changes. If this interest decline continues, we will be eliminating the programs in the future.

P426 - 680 - 40% - 7

Keep the enrollment up!

P427 - 635 - 50% - 10

Changes in graduation requirements.

Changes in college entrance requirements.

Changes in work force/jobs.

Funding/budgets.

P436 - 560 - 55% - 6.5

Meeting the needs of our students.

Providing an ethos of success for each and every student.

Staff development and training.

P442 - 505 - 50-55% - 7

Creative expansion of scheduling opportunities for students. We have an eight-period day, but need to expand more, in lieu of additional graduation requirements (i.e., state law, board of regents, etc.). Some schools don't even offer an eight-period day. This is critical for the future of vocational education.

P445 - 689 - 45% - 9

Vocational education must decide what role they can play in education. In my opinion, vocational education should be basic education in nature and provide exploratory experiences for students. The people in vocational education must keep their responsibilities in line with programs above them, programs below them, and the age and maturity of students they deal with.

P456 - 545 - 50% - 5.5

The degree of enthusiasm of each teacher and his/her willingness to upgrade each program.

P462 - 690 - no answer - 8.3

Presently, the place to be for young people is in college. As a result, vocational programs have declined steadily in enrollment over the past decade. We have not made the transition in the vocational areas to attract the brightest students to these areas, even when many of the technology courses have direct application to engineering or other fields which require education beyond high school. Yet in some areas we have, such as computer-aided drafting or numerically-controlled machining, which exclude the traditional industrial education student, in favor of the most

gifted student. We also need to remind ourselves and our students that, as technology continues to invade the workplace, we serve more and more in the role of giving career awareness, rather than producing a finished worker who can enter the job force directly from the high school ranks.

P488 - 708 - 40% - 12.75

No comment.

P490 - 608 - no answer - 7

1. Development of computer technology.
2. Expansion of facilities.
3. Constriction of curriculum caused by increased state requirements and college requirements.

P534 - 650 - 80% - 10

Funding; student interest.

P580 - 560 - 38% - 6.3

The future for vocational education is not bright - not only in my school but across the nation.

P591 - 551 - 65% - 4

There must be sufficient enrollments to justify offering the classes. Traditional courses must change to incorporate more high technology curriculum.

P614 - 540 - 60% - 7

Funding - to provide the updating of equipment and curriculum to meet today's needs for high technology.

P619 - 600 - 40% - 6

Bond referendum of May 2, 1989 to include new vocational technology wing.

P629 - 522 - 30% - 8

Retraining teachers to help them change the curriculum and their ability to help people with modern technology. A close partnership between school and industry is needed to help schools meet the needs after they know them.

P631 - 670 - 60% - 10

No comment.

Principals - Grade 9-12 Enrollment - 750-999

P209 - 888 - very small - 6

I consider all of our courses to be vocational education. Otherwise, why are we here? However, I assume you are more concerned about direct entry courses in industrial technology, home economics, and business education. The latter is seen as prep for college, but the other two attract only a small percentage of our students who are noncollege-bound. We have an Education for Employment council working on recommendations, but most of our students take a full schedule of academic and fine arts courses. Some express interest in vocational courses, but say they don't have time or don't want to risk the negative impact on their grade point average if they don't do well.

P212 - 820 - 65% - 9

- Meeting the needs of all students in mainstreamed courses (college-bound, employment-bound, special needs).
- Promotion of vocational education programs to parents and community.
- Motivating vocational education staff to implement changes in curriculum and methods of delivery.
- Providing curriculum modifications to meet the needs of special education and disadvantaged students.

P217 - 971 - 55% - 11

No comment.

P237 - 810 - 50% - 9.6

No comment.

P245 - 829 - approximately 80% - 11.4 FTE

No comment.

P255 - 900 - 70% - 7

No comment.

P256 - 751 - 60% - 10

Changing technology and cost of providing necessary equipment for skills development is a very serious problem. Monies are needed for equipment which usually is very expensive, i.e., computer-aided manufacturing machines.

P264 - 820 - 40% - 15

Enrollment.

P268 - 785 - 65% - 7

Goal presently: expand vocational education offerings - do more for employment skills and awareness of careers.

P290 - 920 - 70% - 9

We are a vocationally-oriented specialty school. We are greatly influenced by our business advisory board's suggestions. Financial support from the board is important to developing our challenging and innovative programs. Support by the board for the whole concept is important as well.

P309 - 840 - approximately 50% - 7

Economic status of community and society; needs and desires of student population; declining enrollment.

P334 - 750 - 40% - 10

Motivate students to develop any type of goal and long-range career planning strategy. The "boob tube" syndrome dominates their lives! They do not understand the need to be prompt, precise, accurate, courteous or have pride in a job-well-done. Schools cannot change or correct the years of neglect by parents, church, etc. We can only do our best. When the educational institutions give up, our entire society is in danger of disintegration.

P349 - 771 - approximately 85% - 11.1

We have to expand our school day to allow students additional opportunities to enroll in elective courses. As technology changes and costs of programs increase, a great deal more help from the area technical schools will be needed.

P362 - 840 - no answer - 4 FTE

How academic requirement increases have hurt student enrollment in vocational education.

P386 - 733 - 60% (guess) - 13

Retention of enrollment/participation in programs.

Willingness of board and community to support financially.

State/federal funding.

P388 - 850 - 90% - 9.5

Our main concern/challenge is to be able to provide hands-on, outside cooperative work experiences for our students. Specifically there is the Department of Public Instruction (DPI) requirement that co-op experience be paid in order to count. This severely limits many businesses' willingness to participate. The second frustration is requiring that co-op students have a class "each day" in the same department whereby they are having a 15-20 hour work experience outside of school. At our school, co-op is at the end of the sequence and students already had a course to prepare them for this experience. Under DPI rule, most students are not willing to commit three to four hours per day to one program.

P419 - 767 - 55% - 9

Relevance (now and future use).

Depth of courses.

Interesting students in the offerings.

P433 - 970 - 85% - 10.3

No comment.

P439 - 800 - 40% - 7.5

The emphasis on college and postsecondary education has taken many students away from our vocational courses. Our main concern is the survival of our vocational program.

P444 - 835 - 85% - 13

1. Remain current and up-to-date.
2. Infusion of new technology as it develops, including equipment.
3. Addition of emerging areas of study.
4. There must be enough room in a student's schedule to allow for inclusion of elective courses such as vocational education. State mandates have reduced the number of credits a student has in the elective area.
5. Securing of funds needed to purchase equipment and materials.
 - a. Increase amount of state funds available to supplement vocational education.
 - b. Increase Carl Perkins allotment and percentages.

P470 - 900 - 50-60% - 17

1. Being squeezed out of the curriculum by requirements for more academic courses - single biggest problem for vocational education.
2. Remaining current with changes in the workplace - vocational staff must constantly be given in-service opportunities so that educational programs do not lag behind.
3. Forming meaningful partnerships with business that enhance learning opportunities for students.

P513 - 965 - no answer - 7

1. Expand school day for further electives to be taken.
2. Curriculum must change to reflect the current needs of society.
3. Integration of basic skills. Must promote "application."

P521 - 905 - 15% - 11

Graduation requirements; reduced enrollment; more interdisciplinary courses.

P541 - 840 - 60% - 13

1. Continued Department of Public Instruction funding.
2. Education for Employment.
3. Revitalize agricultural program.

P543 - 920 - 75% - 9

The most important factor is financial backing to receive the types of machinery necessary in certain areas. If that is not appropriate, then a change in philosophy needs to be implemented. We have no local vocational education coordinator or time to help develop philosophies in each area. We need some concrete direction from those in the field regarding future course of vocational education.

P567 - 868 - 22% - 10.25

Enrollment as it relates to the demand for increased state mandates. As Department of Public Instruction mandates increase, our vocational education programs, and other elective courses that students select, goes down. We need to articulate our vocational programs with regular academic programs. We need to be able to develop competencies in these courses so that a student can meet graduation standards and requirements and still continue in our vocational programs (i.e., two years of agriculture would be equal to one science credit.)

P625 - 835 - 50% - 13

No comment.

Principals - Grade 9-12 Enrollment - 1,000-1,499

P208 - 1150 - approximately 50% - 3.5

No comment.

P219 - 1303 - 20.3% - 15.3 FTE

1. Decreasing opportunity for students to take enough elective courses in vocational areas - caused partly by increased graduation requirements and increasing college entrance requirements.
2. Lack of adequate funding for relatively expensive programs in a continually tighter budget and economic setting.
3. Necessity for retraining industrial arts teachers to be accepting of technology education concept. (Also FACE - teachers who need to make changes in programming to regain lost student interest).

P230 - 1187 - 92% - 12

To update vocational counseling.
To maintain technology education and keep it current.
To reestablish supervised work experience program.

P241 - 1450 - 15% - 9.3

No comment.

P246 - 1090 - 15% - 5.4

As our college preparation efforts increase, as a result of more students going on to college, our demand for vocational programs decreases.

P247 - 1100 - 50% - 12.5

Costs; student interests as evidenced by enrollment; relevance to future usefulness (i.e., job training).

P248 - 1100 - 30% - 13

Need for clearly developed philosophy, mission for the vocational education program.
Need to involve teaching staff in in-service/staff development, to update exposure to current labor market trends.

P261 - 1550 - 40% - 16

1. College entrance requirements adversely affecting enrollment at high school level in vocational courses.
2. Keeping equipment and curriculum updated is difficult to do with a "tight" budget.

P266 - 1141 - 60% - 13.4

The impact of graduation requirements on elective courses such as the vocational education program. Also, the budget restrictions are a problem when it comes to acquiring the new equipment which is very expensive.

P269 - 1044 - 36% - 13

Relevant to job needs.
Time in student programs to select, versus graduation requirements.
Teach preparation so that the new technology will be taught, versus new course names.
Cost of equipment and maintenance.
Can kids get entry-level jobs without further education?

P274 - 1300 - 7% - 12

No comment.

P284 - 1300 - 60% - 22

No comment.

P292 - 1100 - 30% - 5

No comment.

296 - 1300 - 3.5 - 11.5

Demand by students for these programs - funding for programs with low enrollments.

P298 - 1385 - 3.7% - 2

No comment.

P302 - 1045 - 28-30% - 11.6

Preparation of new instructors, or "retooling" veteran instructors. The direction of vocational education is still unclear. Veteran teachers feel comfortable doing things as they have in the past. They have been "project-oriented" at the expense of developing work-related attitudes in students. Will it be industrial, business, family and consumer education or technology education and other such focus changes?

P346 - 1130 - 75% - 9

Declining enrollment for the next few years. Our students need 23 credits - our society appears to make demands that our students be trained for college. Therefore, the academics and foreign language are the courses being elected.

P363 - 1191 (September) - 22% - 10

1. Staffing - willingness of veteran staff members to adjust to change.
2. Curriculum - willingness of veteran staff to adjust to change.
3. Budget - money to offer specialized, 4th-year courses.
4. Budget - ability to offer small 4th-year courses.
5. Budget - equipment.

Our staff is not excited about vocational education; consequently, neither are our students.

P367 - 1320 - 33% - 12

If we pretend to claim being a comprehensive high school, vocational education should certainly be an integral part of our course offerings. One credit in vocational education should be required for graduation. Our school has always been a leader in vocational education; we believe it is a very important part of our curriculum.

P389 - 1041 - 75% - 23

1. Skilled teachers.
2. Preparation for students for employment evaluation.
3. Importance of simulation in metals, with high price of modern equipment.

P415 - 1001 - 25% - 6

Funding.

P465 - 1280 - 10% - 12

Need to move toward technology.

Need to meet the student needs in the changing work force.

More students should be taking these courses; need more help from guidance; and need to educate the parents about the importance to their students.

P466 - 1450 - 70% - 18

No comment.

P468 - 1177 - 50% - 10.5

We have an excellent vocational education department (business education) which is up-to-date. Our computers and computerized accounting courses are well taught and equipment/hardware/software are abundant. Agribusiness is pretty well-staffed and equipment is so-so. Future needs include an additional greenhouse and computer space. Technology education has been updated and emphasized in recent years. Home economics is suffering from a lack of students but they are modernizing and I see no problem. The push for more graduation requirements involving the basic subjects (social studies, English, math and science) forces the electives, which include vocational education, to compete for students. Whether they can compete enough to actually experience any growth is doubtful in my opinion.

P471 - 1100 - 70% - 6

Students and parents are not choosing to take these courses because they do not see them as equal to the "basics."

P472 - 1295 - 50% - 14

Business education is solid; home economics is growing slowly; technology education is dropping for computer-aided drafting programs which are growing.

P475 - 1089 - no answer - no answer

No comment.

P487 - 1240 - 60% - 12

No comment.

P489 - 1153 - 40% - 14

The requirements for graduation have increased and this reduces the opportunity for students to take elective courses. Also, funding sources to assist in purchasing of equipment ("state of the art" technology) is needed. The link between business/industry and education must also be enhanced.

P506 - 1023 - 70% - 6

1. Retraining of our staff in some areas.

2. Review and writing curriculum to make it current.
3. Continued drop in enrollment.
4. Overemphasis of some nonvocational programs.
5. Current certification of vocational staff is unrealistic, as they are certified in all areas and do not have the necessary skills to teach the course.

P520 - 1200 - no answer - 3.5

The two primary factors regarding the future of any technology education program are:

1. Updating equipment to keep abreast of the technological changes that have taken place in industry.
2. The teaching of concepts rather than exposing students to individual skills. Getting away from the assembly line mentality to a point where the student can conceptualize the job from beginning to the finished product. In our business education department we have been able to update mainly because the cost factor wasn't as great.

P548 - 1478 - 50% - 5.5

1. Having vocational education individuals realize they do not have a special status in the school separate from other departments.
2. The traditional shop and its care of a specific school element needs to be retained. At the same time, higher level technological, societal needs must be addressed for the greater school population.
3. Given the expense involved, individual school districts must decide how they are going to - or not - meet #2 above.
4. The state of Wisconsin is going to have to get its act together about funding, or #3 above will be a negative.
5. The leadership void at the state and national level must be overcome.

P557 - 1400 - 25-30% - 15.3

We are in the process of working with UW-Stout and the Department of Public Instruction in developing what is hoped will be the large school model for technology education. This was due primarily with the help of Cray Supercomputer Company.

Advisory committees, teacher updates, etc., help best determine our future changes in vocational education.

P608 - 1300 - 85% - no answer

Academic requirements; business/industry support.

Principals - Grade 9-12 Enrollment - 1,500-2,499

P233 - 1500 - no answer - 16

No comment.

P259 - 1556 - 40% - 7

1. Teachers are not keeping up with the curriculum changes.
2. Enrollments in vocational-technology classes are declining at a rapid rate. The emphasis in vocational-technology is to prepare students for jobs. However, art, music and drama courses do not necessarily prepare students for jobs upon graduation, yet these courses are flourishing.
3. We are primarily dealing with an aging staff in vocational-technology. We need new blood, new ideas, new energy - but we can't hire young teachers because the enrollment isn't there.

P279 - 1900 - 99% - 46

We need the support of industry and unions to make requests of the school board and central administration. We have employers in need of entry-level workers, but do not have the support to obtain improvements in our program.

Our programs provide a focus for students interested in industrial skills. Most of the social pressure is for college-entry courses, even if 60% of our students will not enter college.

A link between technical colleges should be established. We have several agreements from departments in our high school.

P280 - 2100 - 25% - 22

The ability to coordinate vocational education with technical colleges and universities.

The funding to bring programs up to current technology.

The realization that vocational education is the preparation needed for the expanding job market.

P282 - 1725 - 40% - 16

Due to the increased academic requirements for graduation, the enrollments in business, industrial arts, home

economics and marketing have declined significantly.

Barring any changes in the graduation requirements in the near future, the enrollments in these areas should tend to remain at or near their present level for the next few years.

P288 - 1550 - 30% - 30

No comment.

P295 - 1884 - 35% - 19

Money and room!

P300 - 1821 - 35% - 26

Elimination of most vocational education due to added Department of Public Instruction graduation requirements.

P303 - 1850 - 25% - 18

Funding; business participation; priorities.

P306 - 1800 - 10% - 3.2

No comment.

P313 - 1961 - 70% - 23

English and math with basic objectives that relate to vocational areas and count toward the state four- and two-year requirements. The skills of reading, writing and speaking need emphasis.

P336 - 1527 - 28% - 11.8 FTE

1. Need to generate more interest in the technology education curriculum.
2. Articulation with the vocational technical college has to continue.
3. Vocational education will need to remain in profit area.

P337 - 1400 - 45% - 14.2

1. There is a need to attract not only more, but better-able students to vocational education in agribusiness and technology education. At our high school, family and consumer relations, business education, and marketing are very strong. Enrollment is declining rapidly in agribusiness and technology education.
2. Vocational education teachers need more in-service on upgrading their skills and marketing ability.

P372 - 1600 - 30-35% - 10

Attractive, meaningful, up-to-date programs.
Motivating reasons for students to elect courses.
Active preparation for the future.
Encouragement to students of all abilities to elect vocational courses.

P467 - 1400 - 50% - 14

Can we afford to generate new, and maintain the established labs needed in the area of vocational education?
We need to do a better job of identifying the true needs of the business world.
We need to create better ways of updating the skills and knowledge of our present teaching staff.

P497 - 1550 - 56% - 12

No comment.

P504 - 1833 - 60% - 16.9 FTE

The future of vocational education will depend on vocational education teachers' willingness to change methods, course materials, and approaches.

To stimulate change, and help teachers make the transition, will depend on school district's willingness to fund "real" staff development dealing with teaching methods as much as curriculum development.

To make both of the above meaningful and effective, there will be a need to fund long-range equipment acquisition to address new technologies.

Vocational education will need to integrate (or learn to integrate) a variety of other basic skills directly into their instructional program, e.g., speaking, reading, writing, listening, computing. Staff will have to work with people outside their vocational area and become less parochial in their thinking.

Staff and the experts are busy, it seems to me, making excuses for the present state of vocational education. They

are too busy blaming others, and further entrenching themselves, rather than seeking solutions and addressing the problems.

P549 - 1563 - 40-50% - 11.7

Update and modernize curriculum.

P602 - 1684 - 28% - 4.6

Staying up-to-date.

P616 - 2000 - 40% - 27

No comment.

P624 - 1669 - 67% - 9.7

1. The relationship of graduation requirements to elective courses.

2. The problems associated with the procurement of more clients in the vocational area.

Principals - Grade 9-12 - **NO ENROLLMENTS LISTED

P254 - no answer - 97% - 7

Becoming current, relevant, and involved with students in ways that show how valuable vocational education is and can be. Vocational education must change to meet needs.

P324 - no answer - 95% - 4

1. Update our equipment and courses.

2. Offer some work experience.

3. Maintain our present staff full-time.

4. Offer realistic career help in terms of out-of-class experience.

P354 - no answer - 70-75% - 12

Credits; budget.

P441 - no answers

Not enough students.

P610 - no answer - 40% - 14

The increased graduation requirements, with specific areas specified, has reduced the enrollment in vocational programs over the past three years. Unless the specific requirements are changed to general requirements, the enrollment will remain low in the capstone classes.

Principals - Grade 9-12

P236 (follow-up - new principal)

P239 (same as above)

P249 (same as above)

P251 (same as above)

P258 (same as above)

P312 (does not choose to participate)

P329 (follow-up - new principal)

P477 (same as above)

P535 (same as above)

P615 (did not want to be bothered)

P628 (follow-up - new principal)

Appendix D

The following are the responses of local vocational education coordinators (V) to the question "What are the most important factors regarding the future of vocational educational programs and courses in your school? Each response is coded to show the school's enrollment in grades 9-12, the percent of students enrolled in one or more vocational courses, and the number of vocational teachers. For example, the coding V - 350 - 65% - 8 means that the response is from a local vocational education coordinator with a 9-12 grade enrollment of 350; 65% of the students are enrolled in one or more vocational courses with a staff of eight vocational teachers.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - Less than 150

V017 - 100 - 100% - 4

Not enough time in school schedule for students to take electives.

V041 - 40 - 100% - 6

The most important factor affecting our students and our vocational programs is the problem of mainstreaming special needs from our vocational program to district schools with no vocational programs. This is a major problem for our students because they are going directly from school to work in the community. The students' biggest areas of need are employability skills and life skills. We are meeting those needs within our facility, but the focus of the industrial arts and home economics programs, etc., in the district is not. These programs remain on the awareness level and do not advance the students to application level. Most of the district programs have not moved to vocational orientation. They remain part of general education. There are no local vocational education coordinators to promote updating of curriculum and materials or to give assistance and direction to the staff in these programs.

V051 - 120 - 90% - 2.5

Vocational education faces an uphill climb due to the ever increasing graduation requirements fostered by the academic community and fine arts with regard to demands placed upon students for time within the school day. In many of these cases, vocational arts can do as good a job, if not better, than is currently being done in the present arrangement of requirements for graduation. The one thing that is being overlooked by the academic community is that a "person must eat!"

V059 - 105 - 75% - 3

Finances.

Larger institutions, such as UW, requiring foreign language, but ignoring ability to keyboard, as a requirement to enter the university!

V071 - 95 - 100% - 7

No comment.

V073 - 41 - 95% - 4

Changing pattern of school population to multi handicapped.

Outreach to local school districts having visually impaired in their programs growing in importance.

V074 - 70 - 60% - 3

Funding for teacher in-service, curriculum development and equipment.

Declining student population in the school district.

V146 - 116 - 80% - 3

Less required courses which students have to take now. By having these requirements, it puts students in a position where they cannot take other courses they want.

V174 - 124 - 90% - 4

Graduation requirements.

Student enrollment numbers.

V178 - 90 - 100% - 3

Graduation requirements are hurting enrollments in our school. Being a small school, we generally do not offer more than one section of a course. It becomes a battle to attract students to our programs at enrollment time when one

department is pitted against the others' electives.

V188 - 110 - 90% - 4

No comment.

V195 - 125 - 90% - 3

1. The need to keep up with changing technology.
2. The need to keep our small school competitive in terms of course offerings.
3. The need to utilize distance learning to assist us in providing sound programming in the future.

V207 - 125 - 80% - 3.2

No comment.

V207 - 108 - 30% - 2.5

Time; budget.

V207 - 133 - 85% - 4

No comment.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 150-299

V007 - 295 - 75% - 4

Support of the community, board, district administration and principals.
Support of the vocational staff who need to adapt and change as the content and teaching methods evolve.
Continued addition of new and appropriate facilities and equipment.
Continued articulation of programs with (name withheld) Technical College (name of city withheld).
Expanded developmental counseling opportunities at all grade levels.
Integration of basic skills into the curriculum.
A response to one- and five-year graduates following surveys and their implication to program improvements.
Appropriate university entrance requirements.
More/increased vocational advisory committee support and activity.
An increased focus from career awareness to job preparation and basic skill integration in vocational programs.

V008 - 172 - 80% - 3.6

Support of the community, board, district administrators and principals.
Good developmental guidance and career exploration activities.
Articulated programs with the postsecondary and university.
Appropriate university entrance requirements.
Appropriate budgetary support of approved vocational programs.
Knowledgeable and flexible vocational instructional staff who can adapt, change as the content and teaching methods evolve.
Facility improvement and maintenance.
Integration of basic skills.
Integration of other federal and state programs such as ITPA, Education for Employment.
Continued response to program evaluation by graduates and their employers.
Clear vision of the future of vocational education by all staff, administrators and community.

V009 - 141 - 81% - 3

1. How up-to-date the curriculum is.
2. Whether the vocational classes are based on labor market trends currently affecting our school district.
3. Whether we are meeting the needs of students.

V016 - 240 - 85% - 4

No comment.

V018 - 265 - 85% - 6

Department of Public Instruction standards (Education for Employment).
High school graduation requirements.
Local budgetary priorities.

Enrollment in vocational education programs.

V025 - 270 - 90% - 5

No comment.

V044 - 280 - 72% - 6

No comment.

V054 - 238 - not available - 6

College entrance requirements.

High school graduation requirements.

Scheduling conflicts - most vocational courses are offered only once during the school day.

V055 - 226 - 90% - 6

Enrollment - requirements of the Wisconsin University System.

Scheduling.

V064 - 200 - 80% - 5 1/8

Cost per pupil.

Continued increases in academic requirements for graduation both from the state and local governments.

Increased academic requirements for entrance to institutes of higher education.

Fear of low grade point as a result of some of the advanced vocational course requirements.

Personally, I fear a return to the days when the vocational areas were for those students who were less likely to achieve academically - a dumping ground for the academic failures, if you will. If we continue to maintain the high standards to which we have risen, we may find ourselves hurting for enrollment.

Certainly vocational education has taken a back seat to almost everything else, unless it is the arts, since the cry was first uttered for "back to the basics." What could be more basic than training students to be career-conscious - everyone works sometime in their lives.

The "Choice" program (allowing parents and students to choose which school district they might attend) will undoubtedly have adverse impact on the district - both the sender and the receiver. The sender will lose population, to the point of having to drop classes which will hinder those left in the district from having equal opportunity, and the receiver will be overcrowded, having to add space, staff, equipment and materials, or having to refuse students, thus limiting equal opportunity for all students in Wisconsin schools.

V068 - 263 - 65% - 4

Money; unavailability.

V076 - 285 - 80% - 6

Scheduling - difficult to get students in classes; schools are scheduling too many kids for college.

V100 - 200 - 60% - 4

Bond cooperative program with another district - has already caused staff reduction.

V132 - 270 - 75% - 7.5

Higher education push has and will affect student participation in vocational areas. Schedules are not permitting students to participate in vocational development.

V147 - 260 - 65% - 4.5

Department of Public Instruction graduation requirements.

V148 - 250 - 85-90% - 6

Offering classes which will keep students interested and will keep enrollments (i.e., those valuable to students).

Development of updated curriculum.

Attempting to keep up with the constantly changing technology.

Dealing with the "20 standards."

V155 - 200 - no answer - 5

No comment.

V158 - 290 - 70% - 5.5

Local funding; teacher involvement.

V168 - 280 - 42% - 5.5

Providing time in student schedules for vocational electives, with the added pressure of the new state requirements. The other concern is the expense of updating and replacing equipment and labs to remain current.

V176 - 248 - 72% - 4.5

Changing technology, with the constant training and retraining necessary with equipment and facilities, makes cost of vocational education too great for schools.

Career education and guidance so important because of the increasing costs of education - poor decisions can mean tremendous economic losses.

Graduation requirements making the possibility of choice practically impossible and now they want to add art. State mandates are costing districts in rural remote areas proportionally more when healthy business communities are not there for these districts with economic support. The support of business and industry to the schools is invaluable but hard to come by in the poorer counties. I feel a lack of support from the state department. I see such a need for good vocational training. We have so many students needing a good foundation in employability skills, both general and specific. Most of our students are on a job part-time and/or full-time by the time they reach age 18 even though they may be going on to higher education. The need for vocational education is here; recognition from higher levels is needed. New ideas such as business partnerships and articulation projects with the Wisconsin Board of Vocational, Technical and Adult Education are important.

V192 - 225 - 90% - 4.5 FTE

Funding.

Ability of district to provide appropriate curriculum.

Availability of quality staff.

V207 - 175 - 75% - 2 4/7

1. Applied technology (vocational) courses must be accepted to meet graduation requirements for colleges and universities.
2. College requirements leave a student very few course slots for applied technology access.
3. The applied technology program must be supported by the Wisconsin Board of Vocational, Technical and Adult Education, as well as colleges and universities, as a good background for future education. As it exists today vocational education does not have much credibility with colleges and universities. I do not think they know what we are doing with new technologies that apply math and science.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 300-499

V011 - 400 - 90-95% - 20

School enrollment.

Program enrollment due to:

Increased graduation requirements.

Increased college entrance requirements, i.e., UW increasing its standards with regard to only its own situation - ignoring effects on other situations and institutions.

Continued keeping pace with technological advances in the field.

V020 - 320 - 70% - 7

1. Staff Development.

2. Equipment.

3. Need to blend with other high school programs.

4. State leadership and support.

V022 - 391 - 75% - 6.5

If more courses are designated as required by the Department of Public Instruction in the academic/fine arts areas, the number of students given the opportunity to take vocational education courses will decrease.

Moving to an eight-period day has helped create opportunities for students to take vocational education courses.

V030 - 400 - 90% - 8

Universities dictating curriculum of secondary schools.

Effective communication of necessity of many varied learning and teaching styles – application of the basics.
Confusing the content and the tools.

V036 – 425 – 35% – 10

1. Working with so-called academic departments.
2. Establishing and implementing vocational education courses to count towards "required" programs.
3. Overcome "turf" problems.
4. Have the local vocational education coordinator coordinate the vocational education programs:
 - a. Budget.
 - b. Education for Employment.
 - c. Program and schedule students.
 - d. Strong, active advisory committees.
5. Bring every vocational education course up-to-date each year through effective evaluation:
 - a. Drop classes.
 - b. Add classes.
 - c. Articulation.
 - d. A million more...

V043 – 320 – 50% – 8

Graduation requirements; funding; declining enrollment.

V047 – 440 – 70% – 7

Administrative leadership! A vocational program will only progress as far as a district administrator and/or principal allows. With massive changes in vocational education curriculum, a strong thrust to support staff development is needed. This has occurred at many schools, but some districts do little to encourage staff to update programs.

When new directions in curriculum are established, administrative support for capital and noncapital outlay are also needed.

I am in favor of an extended contract year for staff for the sole purpose of curriculum development. This could be from one to three weeks and could use the Cray Academy as a model. The UW-Stout Technology Competency Project is another fine example of what new directions could be pursued.

V048 – 389 – no answer – 10

The lack of opportunity students have to enroll in a vocational class.

The decrease in funding available.

The lack of concern or emphasis from administrators, or the increase in emphasis on academics.

V052 – 350 – 85% – 5

Graduation standards and college entrance requirements have affected choices for students.

Curriculum is not up-to-date in some vocational areas.

These components of Education for Employment need to be strengthened in vocational education: partnerships, basic skills, and work experience.

Strong leadership in vocational education is needed. Too many local vocational education coordinators do not have enough contracted time to do what is needed.

V058 – 300 – 95% – 7

Developing levels of communication with the private sector to develop partnerships.

Keep strengthening our public relations.

V060 – 378 – 47% – 5

Graduation requirements (less time for electives).

Upgrading of instructor skills/curriculum.

V128 – 325 – 90% – 7

Funding to provide new equipment.

The number of new requirement credits for graduation.

How much more the student population will shrink at the secondary level.

V105 – 435 – 85% – 15

Continuation and update of the local vocational education coordinator position; it must be treated as an equal

administration position.

Money to continue technological change and update curriculum.

More time for staff to get work done and coordinate efforts between vocational and academic, vocational and special needs, etc.

V131 - 410 - 68% - 9-10

1. Decline of enrollment (school-wide).
2. List of required courses needs change.
3. Money to keep up with equipment needs.
4. District to address needs identified by vocational evaluation (Stout).
5. Maintain the local vocational education coordinator position in the district this size.

V137 - 430 - no answer - 7

Unless vocational education has even more competition from academic requirements for college entry, we will grow in vocational education.

Having colleges raise entrance requirements such as class rank for admittance helps vocational education. Example: Top 40% of class is admitted to the UW. Let's raise this to top 30% for UW and then vocational education will get more emphasis. However, do not require more credits and math, science, social studies, foreign language as entrance requirements.

V154 - 340 - 43% - 3

MONEY!

V157 - 400 - no answer - 5.5

1. Review/revise/rewrite curriculum to comply with state guidelines and the technology being taught today; include skill development, application/occupational opportunity awareness, and critical thinking skill development.
2. Expanded communication between academic and vocational staff regarding reading, writing and arithmetic skills, and application and preparation for the world of work.
3. Incorporation of increased technology training/application in all disciplines.
4. Develop a comprehensive K-12 plan for each discipline.
5. Expand articulation with postsecondary institutions and local business community.
6. In-service - a need to develop application of subject matter in academic as well as vocational areas in preparation for the real world awareness and for the world of work.

V171 - 385 - 80-90% - 9

1. Budget.
2. Meeting student needs.
3. Leadership.
4. In-service opportunities for teachers.

V175 - 400 - 35% - 8

We need to concern ourselves whether 15% funding from the Department of Public Instruction through Carl Perkins Vocational Education Act is enough to warrant making major equipment purchases in spite of declining enrollments in our vocational education program areas. We need to generate more interest in having students take vocational education courses of learning.

V177 - 485 - 46% - 6.5

Graduation requirements; minimum class sizes; increased number of special needs students; budget restrictions.

V184 - 320 - no answer - 6

Student enrollment. I am concerned by the "push" of students into college prep courses. It seems that students are encouraged to enroll in college prep courses "in case" they pursue college. I would like to see vocational programs as prerequisites to postsecondary education, whether it be the Wisconsin Board of Vocational, Technical and Adult Education or UW System.

Other factors:

1. Teachers need to keep themselves continually updated.
2. School districts need to make a commitment to vocational education. It costs a lot, particularly in the Technology Education area, to update.

V194 - 400 - no answer - 5.2

Instructors need to update their teaching skills in several areas, especially technology education.

V206 - 395 - 80% - 6

Application of basic skills/pre-employment skills is a must.

Keeping up with the ever changing job market; career awareness!

V208 - 380 - no answer - 5

1. State requirements for graduation; more vocational education courses must be allowed to fill the requirement without the hassle of filing course equivalency requests with the Department of Public Instruction.

2. Small enrollment in specialized courses may result in class cancellation because the major number was not much - a problem in smaller rural districts.

3. Facilities and equipment are expensive and may not be funded.

4. Time to allow instructors to keep up-to-date with technology. We need sabbatical leave with full salary.

5. Certification of vocational teachers.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 500-749

V019 - 585 - 60% - 7

Enrollment in programs.

The required classes are taking most of the students' class periods; also the academic requirements of our states, colleges, and universities.

V029 - 575 - 55% - 8

No comment.

V040 - 503 - 62% - 6

1. College requirements.

2. Length of school day.

3. Perception of vocational education area by state, colleges, parents, guidance.

4. Cost of program.

5. Administrative support - allowing smaller classes to run.

6. Availability of vocational education teachers for retiring staff.

V042 - 661 - 75% - 10

Continue to expand and update to keep current with today's trends.

V053 - 625 - 50-60% - 10

Student enrollment.

District growth.

Available facilities.

Funding.

Available curriculum development opportunities.

Graduation requirements.

V069 - 590 - 75% - 9.5

Academic requirements set by universities.

Special education and at-risk population.

Image of vocational education.

V070 - 713 - no answer - 13

Student and community needs.

Graduation requirements.

Budget.

V078 - 500 - 50-60% - 9

Vocational programs, like all other elective areas, tend to live and die with the instructor. This factor is very prominent, and reflected in the status of our present programs. Other factors include: increasing college entrance/graduation requirements, lack of marketing vocational programs, and attention or lack of attention to vocational education at

a national and/or state level. Are we really offering vocational education in the high school? If not, what?

V135 - 655 - 80% - 9

1. Age and retirement of local vocational education coordinator.
2. Lack of interested and qualified staff to assume vocational program sections.
3. Department of Public Instruction requirements for academics and college admission requirements.
4. Inability to adjust hours of school day to accommodate the needs of student and community.

V123 - 585 - 50% - 8

We will be okay if there are no further graduation requirements added, such as the art request. That would be destructive to our programs and would be of little benefit to the majority of students. Careers in art are not realistic, yet they would get as much time as a legitimate vocational program.

I have been in education for 25 years and have seen some wild swings, and we are in one now. The new legislated changes have caused a problem for the students in the lower third of our grade levels. They just cannot do everything the legislature felt they should be able to do. Curriculum development by legislation is not the answer for us, but it will be awhile before people wake up to this fact, just as in the post-Sputnik days.

If nothing else, our legislature proved that no man, woman, or child is safe, as long as our legislature is in session! Vocational education has a fight on its hands just to survive.

V143 - 570 - 80% - 9

A combination of factors have affected our vocational programs:

UW-WISCONSIN ADMISSION REQUIREMENTS - vocational education courses are not being accepted throughout the state as credit for admission.

IMAGE - vocational education's image is affecting whether students and parents select courses in this area.

ALTERNATIVE CREDIT ACCEPTANCE - more work needs to be done before this alternative is going to be acceptable. The Department of Public Instruction should initiate curriculum documents reflecting this merger of vocational and general education curriculum (e.g., business communications as English credit).

STATE GRADUATION STANDARDS - two credits of time have been basically removed from students availability to take vocational/elective courses. We are currently reviewing alternative schedules beyond an eight-period day. This seems to be a band-aid approach to a larger problem.

V150 - 550 - 20% - 10

Facilities and budget; declining enrollments.

V149 - 550 - 70% - 8.75

An improved perception and purpose of vocational education by principals, directors of state, administrators and board.

Clear purpose of vocational education by vocational and support staff.

Perceptions by parents and students concerning the benefits of vocational education.

Improvement of budget and facility to support the written curriculum.

More active support by the advisory committees.

Better integration of federal and state initiatives into the vocational program (no fragmentation - ITPA, Education for Employment, at-risk, etc.).

Genuine response to previous vocational evaluation recommendations for improvements.

Recognition that vocational programs do prepare students for further education (important in a college town).

Expansion of program into marketing and health occupation education areas.

Integration of basic skills and academic staff into the vocational program.

Elimination of "dumping ground" syndrome felt by some staff.

V156 - 560 - 92% - 11

Increased graduation requirements.

Poor image in some areas.

Best students unable to take some courses.

Seven-period schedule.

Guidance sometimes puts students only in academic classes.

Lack of knowledge of vocational education's role.

V161 - 525 - 65% - 10

Need time for students to take classes, with all the pressure for college requirements.

Schools of business (UW System) don't consider accounting as a prerequisite for entering business. They want our students, but don't accept our classes. That applies to all vocational schools in the university system!!

V193 - 565 - 65% - 9

We need support for our programs by mandate, funding or any other means from the state legislature/government/Department of Public Instruction.

V200 - 550 - 70-80% - 10

No comment.

V203 - 540 - 55-60% - 7.5

The recognition that preparing for the world of work, or selection of a career, is important.
The acceptance of vocational courses by universities as part of the electives required for admittance.
A curriculum which is forward-looking.

V205 - 620 - 70% - 12

IMAGE.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 750-999

V028 - 850 - 60% - 8

Push for all students to attend college - a lot of emphasis on all students taking foreign language. Need to guide and serve individual needs of students.

Education for Employment - the concept of all students being prepared for work will enhance the importance of vocational education.

Alternative credit - we are proposing English credit for business communication, science credit for technology education, etc. This should help enrollments in vocational education courses.

V032 - 850 - 45% - 9

Selling the community the program by working with our advisory councils.

Public relations.

Not being afraid of change.

In-servicing of staff to keep up with change.

Working with the guidance department.

Educating the public to the fact that not everybody is going to college. (I believe that it must start with the parents).

Provide more career awareness to students (field trips and speakers).

V049 - 860 - 70% - 9

1. Creating need for courses with parents and students.

2. Involvement of vocational education staff with business/industry and community. Vocational education staff needs to take more active role in partnership development.

3. Meeting needs for all students, even though emphasis is on college-bound.

V050 - 850 - 25% - 8

Required courses have filled the student schedules - there is very little time left to enroll in vocational education courses. We can provide the best vocational education curriculum, facilities, and staff in the state but if students' required courses fill their time, our effort is for nothing.

V056 - 787 - 45% - 11

Expansion of programs and removal of past programs.

Money for programs.

Students having time to take course work.

Philosophy of the program in light of exploration of careers, job ready skills, future schooling.

V072 - 820 - 65% - 10

Conflict with required courses.

V077 - 733 - 60% - 13

The most important factors regarding the future of vocational education programs in our school are:

1. **Change:** Technology and methods used in industry are changing so rapidly that it is hard for the vocational curriculum to keep up. We must continually update our curriculum, facilities and methods if vocational education is to continue to be successful.
2. **Business input:** Education for Employment, advisory committees, field trips, donations, industry surveys, occupational competency experiences, and employability skills activities. Industry wants to help and we need to use them more effectively.
3. **Employability skills:** Vocational education needs to look at the skills and knowledge our students will need to prepare for, find and hold a job. We need to stress this aspect more.
4. **Academic requirements:** The number of credits required by the state in English, math, and social studies is increasing; local districts are even adding additional requirements. Even in an eight-period day, our students do not have enough time slots to schedule vocational classes, and the situation continues to grow worse. Guidance counselors are now recommending two years of foreign language to most students "just in case" they might later decide to attend UW-Madison (even if their grade point might be a 2.0). A student with poor English skills is not only now required to earn four credits of English, but also is likely to flunk English two or three times, thus actually losing the chance to enroll in the vocational education classes which could actually prepare him/her for a career. Many students bound for college, to prepare for a career in architecture or engineering, become so tied to the imperative extra math, science, and art classes that they cannot schedule even the basic drafting, design and industrial communications classes, thus moving on to a very tough college program without background in even the basics of orthographic projection and spatial relations.
5. **Enrollment:** A school with declining vocational enrollments will also decline in its ability to offer a variety of course and career offerings.
6. **Nontraditional students:** With changes in technology and society, the future of vocational education must allow for and encourage females in technology, manufacturing, and design areas, as well as males in business, family and consumer, and agricultural areas.
7. **Academic students:** The vocational curriculum must be adapted to provide for the college-bound student in technology related careers. These are the future leaders of our country; they need a thorough knowledge of technology and its applications if we are to use future technology safely and to best advantage.
8. **Financing - federal and local:** If the curriculum and facility is to be kept current, at least the present level of funding for new and innovative programs must continue.
9. **Articulation:** The right hand needs to know what the left is doing. Vocational education programs need to be coordinated both horizontally (within the different levels of the school district) and vertically (with the Wisconsin Board of Vocational, Technical and Adult Education and other post-high school programs).
10. **Leadership and promotion:** Strong leadership is needed from vocational coordinators and administration. Good things happening in vocational education must also be shared with local media and industry.

V102 - 996 - 85% - 12

The most important factors regarding the future of vocational programs seem to be more vocational issues:

1. Colleges and universities not accepting vocational courses as viable electives for admission.
 2. The potential passage of a bill requiring art/music on the secondary level.
 3. The funding of public schools, with lab courses costing more than regular classroom education (English, math, etc.).
- Lesser in importance are some vocational issues:
1. Poor quality of some vocational teachers who turn off kids and don't promote their program.
 2. Lack of leadership from Wisconsin Board of Vocational, Technical and Adult Education. It's becoming too much of a bureaucracy.
 3. Lack of federal money to secondary level programs, and what little there is seems to be earmarked for special populations.

V108 - 820 - 40% - 10

1. Declining enrollment.
2. Current emphasis on college preparation.
3. Mandated requirements which reduce opportunities for students to participate.
4. Fragmentation of program initiatives at the federal and state levels is creating a situation which does not reflect needs at the local level. Our employers are critically short of skilled labor and our vocational programs are not providing an adequate response to the situation because of declining enrollment.

V112 - 886 - 79% - 7

If the fine arts requirement of two credits passes, our vocational program will be devastated. It will disrupt our sequence of courses, as well as deprive students of career awareness courses.

I believe all vocational educators must lobby for a vocational requirement for high school graduation. However, it

seems our area lacks the leadership to do this.

V113 - 822 - no answer - no answer

There is a definite trend in our district to send an increasing number of students to four-year colleges and/or universities (82% of students questioned on a recent survey indicated interest in going to college; 80% of students responding to last follow-up were in postsecondary schools). There is no reason to see this trend as decreasing; accordingly we can expect the minimum in high technology courses, while enrollments in traditional vocational courses will probably decline.

Education for Employment will have a significant impact on vocational education. Effectively implemented in the elementary schools, it has the possibility of developing new interest in secondary vocational education programs. Budget considerations, including state aids, federal funding, etc., will be a major factor in determining the scope and nature of vocational education. Also, we see the retirement of some very highly specialized teachers within the next five years, in programs where very few replacements are being prepared. This problem could force a significant change in vocational offerings. Probably the single most significant factor will be our ability to identify changing needs and wants, and to quickly adapt to them at the local, state and federal level.

V139 - 850 - 95% - 18

Keeping current with equipment and curriculum.

Maintaining programs with graduation requirements and college entrance requirements.

Updating staff in-service program.

Decline in local, federal funding.

V151 - 820 - 60% - 12

Must continue to update in order to remain abreast of technological change and job market information.

V162 - 800 - 80% - 11

No comment.

V163 - 785 - 70% - 10

Convincing people we do have a future.

Leadership - enthusiasm and a can-do attitude.

Staff training.

Use of technology.

Ability to rethink and restructure for 21st century.

Forming partnerships.

V164 - 750 - 65% - 9

Provide leadership of local vocational education coordinator.

Attain/maintain enrollment in program areas.

Deal with equity issues.

Address UW admission requirements.

Extend services to special needs population.

Ability to compete with academic areas. Provide effective district level planning.

Provide effective department level planning.

Involvement in Education for Employment plan.

Adequate use of advisory committees.

Team teaching with academic staff in specialty areas.

Incorporation of community based experiences.

Accommodate gifted and talented population.

Effective marketing.

Committed and enthusiastic teachers.

Provide contemporary program offerings.

Provide meaningful and exciting student centered classroom activities.

Incorporation of effective vocational student organizations.

Articulation within vocational department, between vocational program areas and with the academic areas.

Articulation with the Wisconsin Board of Vocational, Technical and Adult Education system.

Support from management.

Support from school board.

Effective communications with guidance counselors at all levels.

Support from parents.
Support from the community.

V183 - 730 - 40% - 6

1. Making students and parents aware of all the changes in industrial technology.
2. Students make a wise choice in course selections, including vocational education.
3. Vocational education is in trouble unless state and federal educators stress the importance of students taking courses. I believe in a strong academic program for students, but many need industrial technology, business education, and consumer and family relations courses. We are heading for a society in which students will be illiterate in technology.

V187 - 870 - 22% - 10.25

Impact of graduation requirements.

V196 - 830 - 75-80% - 9

1. Declining enrollments in high school for next two years, coupled with increased Department of Public Instruction requirements and standards.
2. Changes in technology and updating curriculum.
3. Integration of vocational courses.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 1,000-1,499

V010 - 1000 - 98% - 15

No comment.

V057 - 1024 - 78.5% - 25

The number of graduation requirements, plus the new emphasis on foreign language, has created some serious problems for vocational education. Students do not have enough time in their schedules to take the vocational classes they would otherwise be interested in taking.

The lack of students enrolled in vocational classes is causing us to eliminate some previously popular offerings, which reduces staff time. One good aspect to come out of this is we have had to improve our vocational programs to the point where we are able to compete for students with band, chorus, art, foreign language, etc. I still feel vocational classes, not more academic requirements, are the only salvation for some students.

V103 - 1300 - 35% - 14.5

Budget cuts.

Drop in school enrollment should be on the upswing in 1991-1992.

Technology education does not plan for the bottom 25% of our student body; it appears that all programs are geared for the student going on to school.

V106 - 1420 - 14% - 16

Perception that all students must go to college - state standards get in way as to requests, curriculum and instruction reflecting current business trends, and systems dealing with the "real" world. Meaningful staff development that really deals with staff and program needs. We do a "workshop," expect world to change, and people seldom do in the long run. Total school leadership!

V110 - 1200 - 30% - 8

Teacher Initiative.

V111 - 1100 - 75% - 10.5

Vocational Education staff must define or redefine their philosophy of vocational education.
Curriculums must change to meet changing needs.

V117 - 1150 - 35% - 17

Increasing graduation requirements are decreasing students available to take vocational education courses.

V118 - 1450 - 50-60% - 33

College requirements; declining enrollment.

V119 - 1016 - 50% - 15

The public does not seem to be aware of the employment trends and the requisite skills and knowledge needed for future jobs. A bachelor's degree is not the key to employability. However many persons believe that a four-year college degree will ensure employment. This mistaken perception is going to cause both emotional and economic distress.

An additional important issue is to continue to strive for current equipment and curriculum content. Due to the rapid changes that are taking place in terms of method and techniques, this will not be easy, but it must be done if vocational education is to remain relevant and of value to the student.

V141 - 1100 - 15% - 9

The number of course requirements by the Department of Public Instruction.

The adding of foreign language for all students is the beginning of the end for vocational education in schools.

V152 - 1041 - 75% - 23

Find trained teachers - vocational certification.

Education for Employment developments.

School/business partnership.

V170 - 1100 - 61% - 16

College entrance requirements; increase academic requirements; funding to upgrade.

V172 - 1450 - 50% - 21.3

Where does vocational education fit, in regard to today's standards?

The in-servicing of staff with the many changes taking place.

V186 - 1400 - 75% - 33

1. The stretching of the local vocational education coordinator's time to where there isn't time to do anything correctly.

2. The \$2 million Technology Education employment program is depending on me to write grants. Seven years ago, I was writing \$1/2 million per year. Now, still without a secretary, I write about \$140,000.

3. The percentage of Carl Perkins Act money is so little that new programs really struggle for approval.

4. The added graduation requirements have reduced vocational numbers drastically.

5. Agricultural numbers close to elimination of course. Advisory committee and superintendent don't want to expand agriculture into related areas.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 1,500-2,499

V031 - 2483 - 60-65% - 57

1. Inability to program student into sequence courses early enough in the high school career.

2. Financial support for the program - especially the co-op coordinator positions.

3. Lack of active support by board of education and other high level administrators (lip service only).

4. Lack of active support from state superintendent of public instruction.

V038 - 1500 - 65% - 18

New equipment and technology.

Schools/legislature/community are not addressing businesses' needs but have new requirements; have cut all vocational programs. Kids don't have a chance to take programs. Ninety percent of future jobs don't need four-year degree!

Vocational programs have become the dumping grounds for the 16- to 18-year old who dropped before and is now in school in trouble. These part-time attenders cause staff to slow down their programs.

V039 - 1643 - 70% - 47

Quality - Retraining of teachers who are inadequately prepared to implement the new vocational education curriculum initiatives required for the 1990s and beyond.

Effective planning and communication with all segments of K-12 public education and postsecondary education to address the 2+2 concept, basic skill integration and increased expectations to serve more special needs students.

Trying to strike a balance between "chasing" and "trying to stay in front" of the advancements in industrial technology and quality employment education.

Aggressively implementing new forms of instructional delivery - video disc, interactive T.V., computers, etc., to avoid the "high cost" image of traditional vocational education programs.

V065 - 1824 - 40% - 30

1. Graduation requirements.
2. Class size - our district will not run classes for less than 15 students.
3. Early retirement of new certification standards. As more experienced teachers retire, newer ones will not be vocationally certified. Thus the district will drop the class and the entire program will disappear.
4. I personally believe everyone could benefit from required vocational courses, but it won't happen in my lifetime.

V116 - 1600 - 50-60% - 17

Our problem relates to the perception people in decision making positions have of vocational education. Unfortunately, vocational education is constantly on the defensive. We spend too much time trying to defend our programs. The emphasis continues to be on academics. When was the last time you went to an honors or awards program and saw someone given an award for their skills in engine repair, electronics, welding, secretarial skills, etc.?

Additional funding must be provided to update the equipment necessary to teach current occupational skills. Occupational staff must be in-service in the use of this equipment. Students must be given the opportunity to enroll in a variety of vocational subjects, in addition to meeting their academic requirements for college. Employers must take a more active and supportive role in preparing students for employment.

The first step would be to require all schools to provide students with seven periods of classes per day. Secondly, provide funding to upgrade secondary staff in occupational skills, to teach students to use the updated equipment that was purchased with state or federal funds. Thirdly, in-service the high school counselors, stressing that there is a future without a baccalaureate degree.

Fourthly, the technical colleges need to do a much better job of marketing their programs. And finally, employers need to publicize the opportunities they have to offer high school graduates that don't require a four-year degree.

We have students who are enrolled in a foreign language and are failing. They are taking a foreign language because they plan to go to college, but the colleges that require a foreign language would not accept a D+ student. Something is wrong when a student gets a 15 on an ACT test and the parents insist their child is going to college. Something is wrong when a counselor tells a student that because they have a 3.5 grade point average they should consider college and disregard other career aspirations.

V124 - 1900 - 10% - 16.4

Access to vocational programs.

Graduation requirements, student choice/electives, remedial college requirements.

Strengthening teachers' instructional skills.

Receptiveness to change - especially industrial education.

Looking at alternative delivery.

Cost of program changes.

Rethinking educational delivery in the high school as a whole.

Disenchanted, unmotivated students who don't want to learn, end up being enrolled in vocational courses.

V173 - 2225 - 68% - 35.3

1. Our ability to communicate with students about how vocational education has changed and will continue to change.
2. Our ability to communicate with the board of education on how vocational education has changed.
3. Adequate funding to update equipment and facilities.
4. Willingness on part of staff to change.

V181 - 2135 - 80% - 29

No comment.

V197 - 1693 - 76.8% - 23

Updating technology education and F.A.C.E. programs.

V201 - 1729 - 65% - 20

Increased graduation requirements, coupled with increased parental desires to have their children attend college, are having an impact on the enrollment decline our programs are experiencing.

Historically, 55% of our student body goes directly into the labor force while the remainder attempt some form of postsecondary training in addition to working.

We have been able, to some extent, to reduce this trend by marketing (revision/addition/detention/promotion) our curriculum to meet the needs of our students.

I believe we are in one of those "cycles" which in time should resolve itself if we have forward vision and work hard.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 2,500-3,999

V121 - 3668 - 65% - 55

The appropriate balance between graduation requirements, preparation for college (which is driving the educational planning of the majority of our students) and the infusion of vocational courses into that planning.

Boosting the image of vocational education in the eyes of parents, students, counselors and other staff members - as well as school board members.

Integration of vocational education with academic classes.

Upgrading teacher skills and appreciation for current technology.

Educating all staff members about the world of business.

Getting people to understand the concept of true comprehensive education and how vocational education fits in.

Consideration being given to using an eight-period day in order to give students more options in course selection; appreciation for a well-rounded education.

V130 - 2687 - 90% - 29

Academic required courses for graduation.

Academic required courses for entrance into the Wisconsin University System.

Lack of vocational guidance counseling.

Little priority given to career exploration at middle school/junior high levels.

Lack of acceptance of advanced vocational courses toward core requirements for UW Systems admission.

Lack of acceptance by "academic" staff of vocational education.

Reluctance of educators to open up to the business community.

V134 - 3000 - 50-60% - 29

1. Student access in terms of all other requirements.

2. Development of continuing administrative, and board support for contemporary vocational education curricula, reflective of labor market trends.

3. Carefully conceived balance between exploration and "career" preparation.

4. Infused emphasis on basic skill development/reinforcement.

5. Secondary/postsecondary articulation.

6. Differentiated instruction with respect to student ability range/interest.

V140 - 2650 - 75% - 11

Enrollment.

Money.

Standards.

Staff - Example: When cutting back, remaining staff must move to an area or course that they don't like, or feel comfortable teaching, but for which they are still certified.

V198 - 2700 - 80% - 30

1. Added university requirements (negative).

2. National attitude toward education.

3. Continued local funding of program improvements, particularly new equipment.

4. Push by local business and industry for increased technology literacy.

V199 - 3136 - 60% - 49

Board of education action; national literature; Department of Public Instruction action.

Local Vocational Education Coordinators - Grade 9-12 Enrollment - 4,000+

V114 - 4526 - 30% - 55

People and time (within the K-12 program). We must have teachers, administrators, board and community members in a position to understand student and community needs, and then be flexible enough to move continuously to meet the dynamic nature of vocational education.

V015 - 36,000 - 70% - no answer

In CESA # (number withheld), I feel the following factors are pertinent to the success and future of vocational education.

1. Maintain a high priority on supporting vocational leadership in districts, such as the local vocational education

coordinator position. Without these programs, we'll revert back to the days of manual arts.

2. Integration of basic skills to provide students with a broader background when emerging from secondary schools.
3. Articulation with postsecondary schools. All programs should be planned and implemented, involving post-secondary schools, to assure programs which support each other and allow students transitional experiences to be good experiences.

V127 - 6500 - 30% - 59

1. Enrollments - this is the most critical element. Better clientele needed.
2. Financial, to provide state of the art equipment.
3. Visibility and acceptance of the need for improved image by the public(s). Some adversaries say "the best vocational education is basic education."
4. Promotion of the need for vocational education by the Department of Public Instruction "generals" who are now part of its ownership (Education for Employment).
5. Spreading ownership among all staff, K-12 (Education for Employment).
6. Partnerships with business and industry (this creates a power base).
7. Upgrading staff to new technologies.

V144 - 6781 - 70% - 68

1. Graduation requirements set by the Department of Public Instruction and UW are taking away my time for elective programs such as vocational education.
2. Local school resources have to support college-bound programs according to building principals.

V166 - 5274 - 65% - 72

Financing.
Enrollments.
Assessment of student employer and community needs.
Certification of staff.
Supply and demand.
Staff retirements.

Local Vocational Education Coordinators - Grade 9-12 Enrollments - **NO ENROLLMENTS LISTED

V023 - no answers

No comment.

V033 - no answers

No comment.

V037 - no answers

No comment.

V107 - no answer - 80% - no answer

We must get our enrollment up and become a part of the academic areas (articulation and acceptance on the same level of importance). It looks like our long-range plan will be to change our programs (reduced to a two-year from a four-year program) as more academic required courses are being dropped into the 9th/10th grade levels.

V167 - no answer - 90% - 31

Emphasis on attending college has caused a reduction in vocational education enrollments.
Must do a better job of teaching the application of basic instruction.
Must improve critical thinking skills and problem solving skills.
Staff are not keeping up with new technology. They complain a lot but refuse to do anything about it.
Educators always have all the answers and are reluctant to work with private business. Education for Employment can help us here.

V204 - no answer - 80% - 8.5

I think the question would hinge directly on college requirement decisions presently being considered. I also feel it will improve in elementary and junior high.